



# Educator **Evaluations & Effectiveness** in Michigan

An analysis of 2013-2014 educator evaluation systems survey and  
educator effectiveness data

# Executive Summary

This policy brief provides information about K-12 educator evaluation systems in use across the State of Michigan, relates information about these systems to other measures of accountability collected by the State, and shows how these measures have changed over the past three years. Key findings are:

- There is considerable variation across districts in the factors informing teacher, administrator, and superintendent effectiveness ratings, in the types of observational tools used, and in the types of measures used in year-end evaluations.
- Statewide in 2013-14, 97.3% of teachers were rated “effective” or “highly effective,” which is a 0.2 percentage point increase from 2012-2013. The percent of teachers receiving “ineffective,” “minimally effective,” and “effective” ratings dropped for the second straight year, while the number receiving “highly effective” ratings increased for the second straight year. Similar results hold for principals and assistant principals and for superintendents and assistant superintendents.
- There is no uniform relationship between evaluation outcomes and the percent of evaluation based on growth data. This holds whether one examines teachers, principals and assistant principals, or superintendents and assistant superintendents.
- Teacher evaluations were used by 89.7% of districts to determine targeted professional development, by 74.8% to determine coaching support, and by 70.7% to determine individualized development plans. Principal and assistant principal evaluations were used by 84.5% of districts to determine leadership coaching support and by 80.5% of districts to provide appropriate professional development. Superintendent evaluations were used by 61% of districts to provide professional development, by 61.3% of districts to inform the district improvement plan, and by 59.1% to determine leadership coaching support.

Additional findings include:

- Over half of districts surveyed (53.6%) reported that student growth accounted for 20-29% of teachers’ and administrators’ final ratings. Student growth accounted for a higher percentage of teachers’ evaluations at 35.4% of districts. A small number of districts (9.7%) are not in compliance with state law regarding student growth usage in educator evaluations (25% for 2013-14). Eleven districts (1.4%) declined to answer this question.
- Local common assessments were used by 60.9% of districts serving grades K-1 to measure student growth. Local common assessments were used by 56.47% of districts serving grades 2-5 and 65.0% of districts serving grades 6-8; 66.9% (grades 2-5) and 72.6% (grades 6-8) used the Michigan Educational Assessment Program (MEAP) to measure student growth. The Michigan Merit Examination (MME) was used by 65.6% of districts serving grades 9-12 to measure student growth, while another 33.8% reported using the MEAP’s 9th grade social studies assessment.
- Ineffective and minimally effective teachers are represented more frequently at priority schools, while highly effective teachers are more frequently represented at reward schools. A similar pattern holds for principals and assistant principals.
- Ineffective and minimally effective teachers are represented more frequently at Public School Academy (PSA) schools and PSA unique education providers. Minimally effective principals and assistant principals are more frequently represented at PSA schools and PSA unique education providers.

# Educator Evaluations and Effectiveness in Michigan:

## AN ANALYSIS OF 2013-2014 EVALUATION FACTOR SURVEY AND EDUCATOR EFFECTIVENESS DATA

### Introduction

Public Act No. 102 of 2011 provides for a statewide system of educator evaluation, applicable to all teachers and administrators at traditional public schools and public school academies. Under this legislation, districts may use their own formulae to assign educators to categories of “ineffective,” “minimally effective,” “effective,” and “highly effective.” A significant part of the evaluation must be based on measures of student growth derived from “national, state, or local assessments and other objective criteria” In the 2013-14 school year, at least 25% of teachers’ and administrators’ evaluations must be based on student growth and assessment data. Results of these evaluations must be reported in the state’s Registry of Educational Personnel (REP), maintained by the Center for Educational Performance and Information (CEPI).

While the fact that every teacher and administrator at every traditional public school and public school academy in Michigan receives an evaluation represents a significant step forward in Michigan’s educational system, much work remains to be done in assessing precisely how these evaluations are conducted and whether these evaluations truly are, as the law states, “rigorous, transparent, and fair.”

### THE 2013-2014 EDUCATOR EVALUATION SYSTEM SURVEY RESULTS

During the 2013-2014 school year, districts were again required to respond to a survey of K-12 educator evaluation systems developed by the Michigan Department of Education (MDE). The survey (which is included in the back of this document, beginning on page 26) asked district administrators to report how teachers and administrators were evaluated, and was sent to all districts in Michigan, including intermediate school districts (ISDs), local education agencies (LEAs), and public school academies (PSAs). Each district was asked to report on the tools used to evaluate professional practices, the amount of student growth data incorporated into evaluations, the factors used to evaluate teachers and administrators, and the types of decisions influenced by evaluations. Of the districts asked to participate in the K-12 Educator Evaluation Survey, 786 provided meaningful information on the content and structure of their educator evaluation systems.

Our results are broken down into two main sections. The first of these sections uses the educator evaluation survey to examine how educators at all levels are evaluated, the decisions affected by these evaluations, and how the results of these evaluations are reported. The second section uses data from REP to discuss educators’ effectiveness labels and their correlates.

### Factors of Professional Practice Used in Teacher and Administrator Evaluations

Districts were asked to identify the most common factors used in evaluating teachers at the elementary, middle, and high school levels. Analogous questions were asked about principals and assistant principals at each level. Districts were also asked to identify the most common factors used in evaluating superintendents and assistant superintendents; as these typically operate at the district level, no reference was made to grade level in these questions. In all of these questions, districts were asked to list the four most applicable responses. Districts were given several pre-formatted responses, along with a free-response category labeled “Other (please specify).” In some cases, districts’ responses to this last category described pre-formatted responses; wherever possible, pre-formatted responses were modified to reflect this additional information. Not all districts restricted their responses to four options, and free-response answers occasionally increased the number of responses selected above four.

Figures 1-3 show the factors most commonly used in teacher evaluation at the elementary, middle, and high school levels respectively. For comparability's sake, responses have been ranked by how frequently they appear at the elementary school level. Responses given by fewer than 15% of districts have been omitted from these graphs for clarity.<sup>1</sup>

The four most commonly-used factors, in order, at each level were instructional practices (including use of technology), classroom management, growth and/or decline of student achievement data, and pedagogical knowledge and practice. The proportion of districts providing each of these responses did not vary substantially by grade level—the percentage reporting one of these four responses at the elementary school level was within five percentage points of the response rates at the middle school and high school levels. Among the next four most common responses, the only major difference was that content knowledge was the fifth-most commonly reported evaluation factor at the high school level and student growth measures were the sixth; this was reversed at the elementary and middle school levels. This might be because fewer state assessments are given in grades 9-12 than in grades K-8.

### Factors in Elementary School Teacher Evaluations, 2013-2014

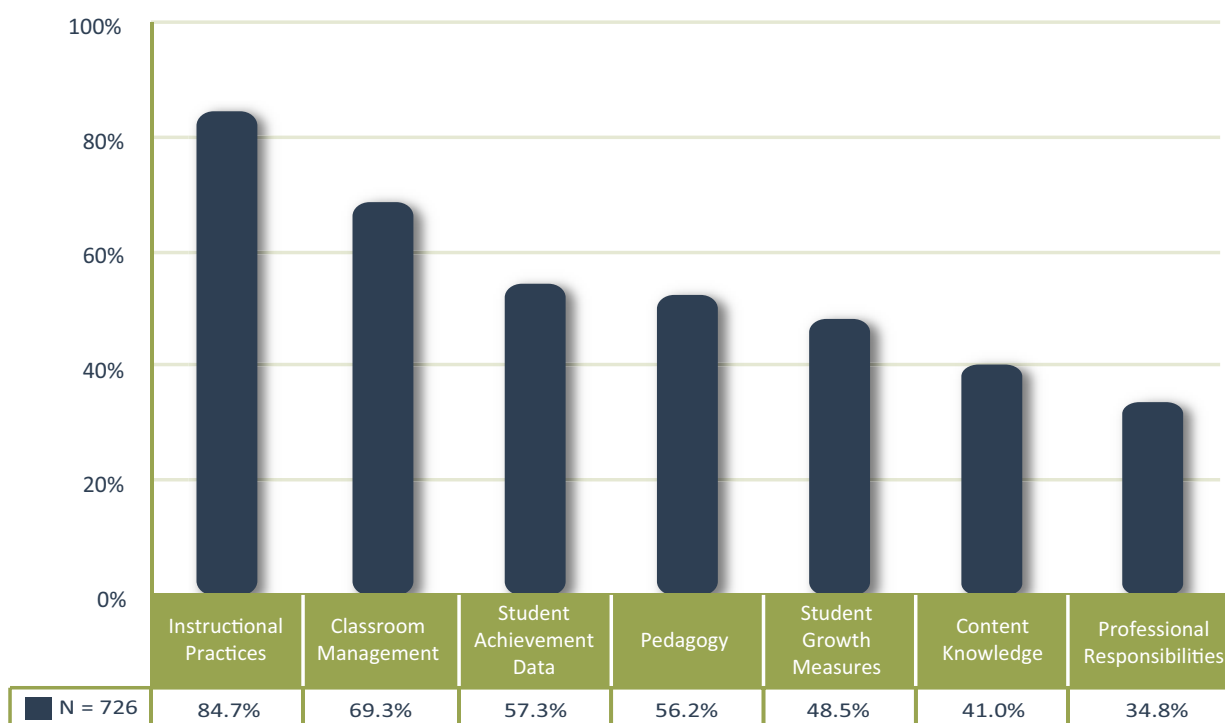


Figure 1: Factors Used in Elementary School Teacher Evaluations

<sup>1</sup> These include professional development (13.9% at the elementary school level and 14.2% at the middle school level), student learning objectives (8.1% at the elementary school level, 7.7% at the middle school level, and 9.0% at the high school level), self-assessments (6.7%, 6.9%, and 7.1% respectively), absenteeism from the job (5.2%, 5.0%, and 5.2% respectively), portfolio and/or peer reviews (4.0%, 3.9%, and 4.2% respectively), surveys (1.5%, 1.5%, and 2.6% respectively), and miscellaneous responses (0.4%, 0.8%, and 1.6% respectively).

## Factors in Middle School Teacher Evaluations, 2013-2014

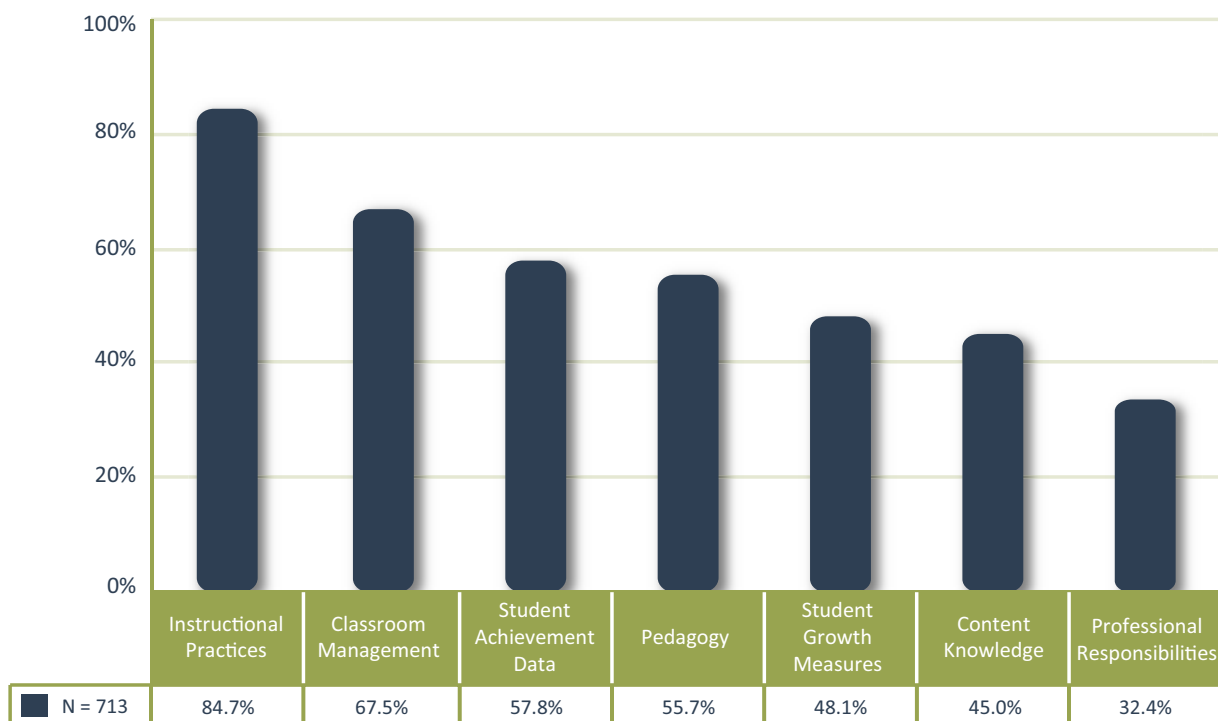


Figure 2: Factors Used in Middle School Teacher Evaluations

## Factors in High School Teacher Evaluations, 2013-2014

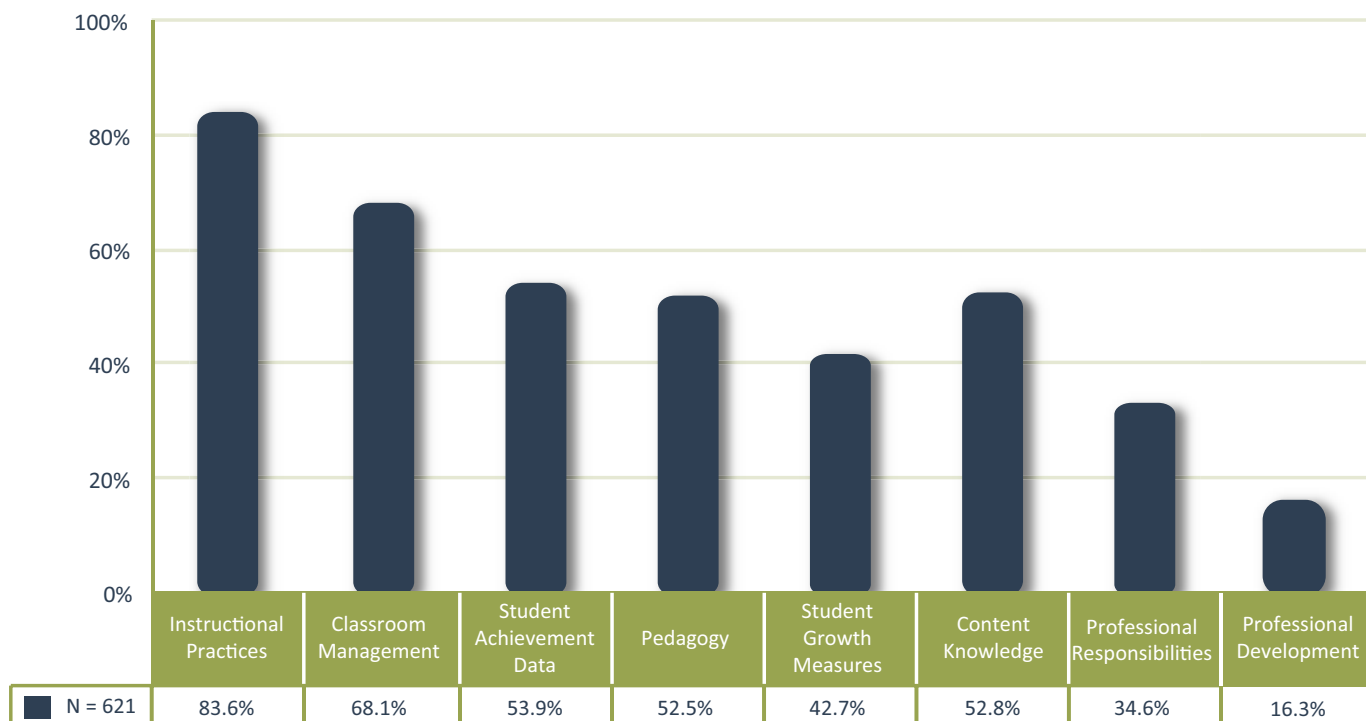


Figure 3: Factors Used in High School Teacher Evaluations

Figures 4-6 display the factors most often used in principal and assistant principal evaluation at the elementary, middle, and high school levels respectively. For comparability's sake, responses have been ranked by how frequently they appear at the elementary school level. Responses given by fewer than 15% of applicable districts have been omitted from these graphs for clarity.<sup>2</sup>

Unlike teacher evaluations, the order of these responses varies somewhat by grade span for principals. At all three grades spans, instructional leadership is the most common response, reported as a factor by 85-90 percent of districts. Growth or decline of student achievement data is the next-most reported factor at the elementary and middle school levels, at 61.8% and 61.7% respectively, followed by professional responsibilities, at 60.5% and 57.5% respectively, and the growth or decline of student growth measures, at 40.4% and 41.5% respectively. At the high school level, the second- through fourth-most frequent responses are professional responsibilities, growth or decline of student achievement data, and proficiency in evaluating teachers validly and reliably, at 62.2%, 58.4%, and 39.3% respectively. As above, it is likely that fewer districts report using growth measures or achievement data at the high school level because there are fewer state assessments offered in grades 9-12 than in grades K-8.

### Factors in Elementary School Principal and Assistant Principal Evaluations, 2013-2014

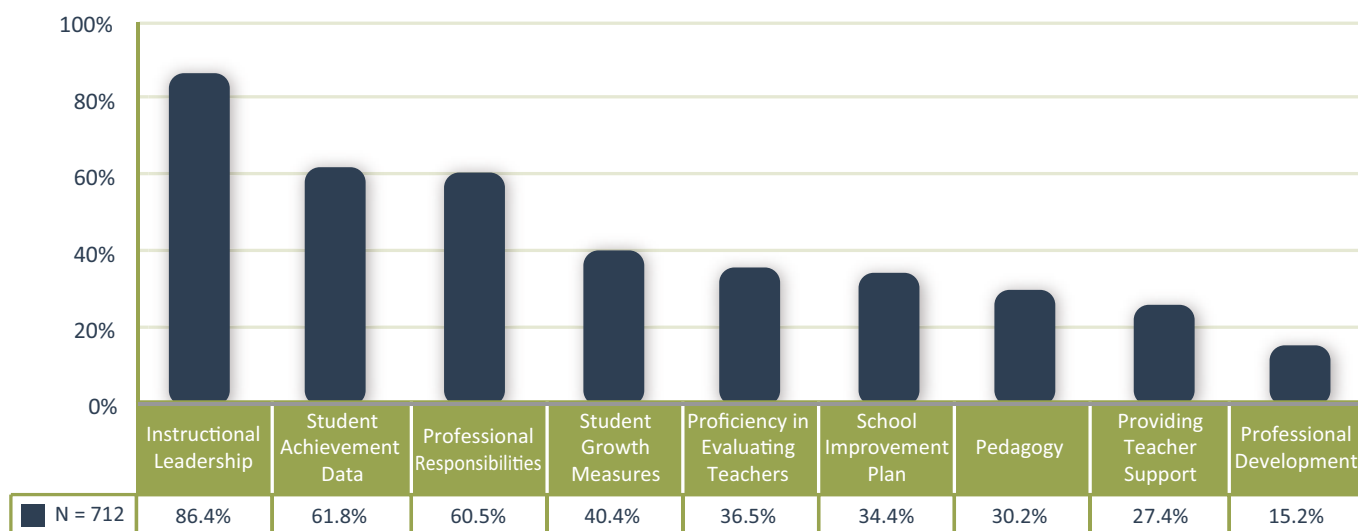


Figure 4: Factors Used in Elementary School Principal and Assistant Principal Evaluations

<sup>2</sup> These include student, parent, and/or teacher feedback/surveys (13.5%, 12.3%, and 12.8% respectively), content knowledge (10.1%, 10.1%, and 11.7% respectively), absenteeism from the job (4.1%, 4.0%, and 4.1% respectively), and miscellaneous responses (0.6%, 0.1%, and 0.3% respectively).

## Factors in Middle School Principal and Assistant Principal Evaluations, 2013-2014

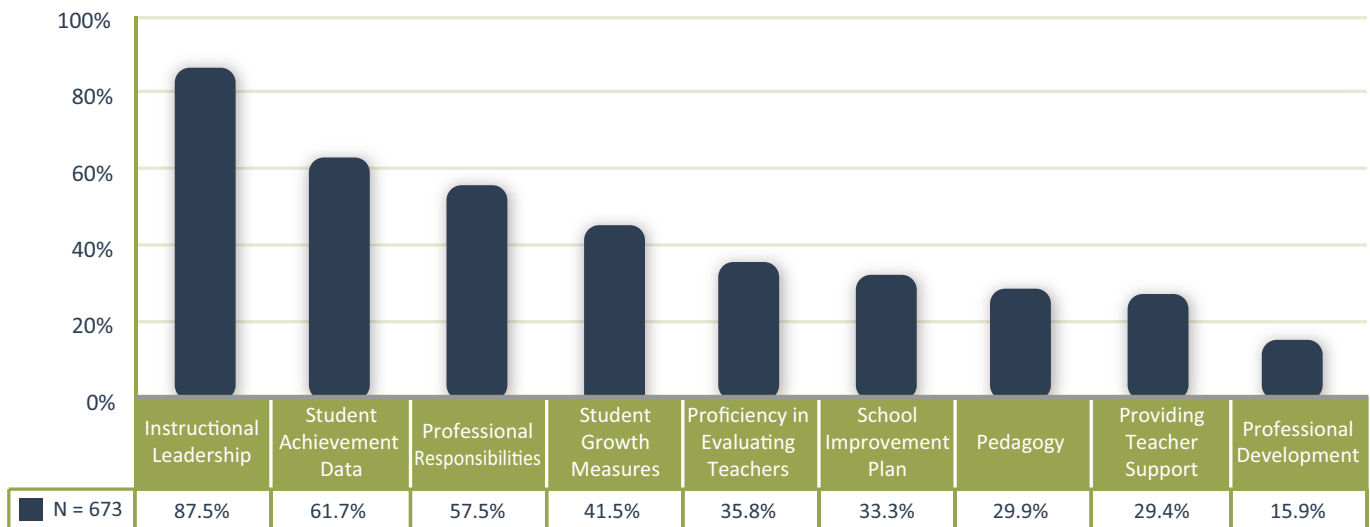


Figure 5: Factors Used in Middle School Principal and Assistant Principal Evaluations

## Factors in High School Principal and Assistant Principal Evaluations, 2013-2014

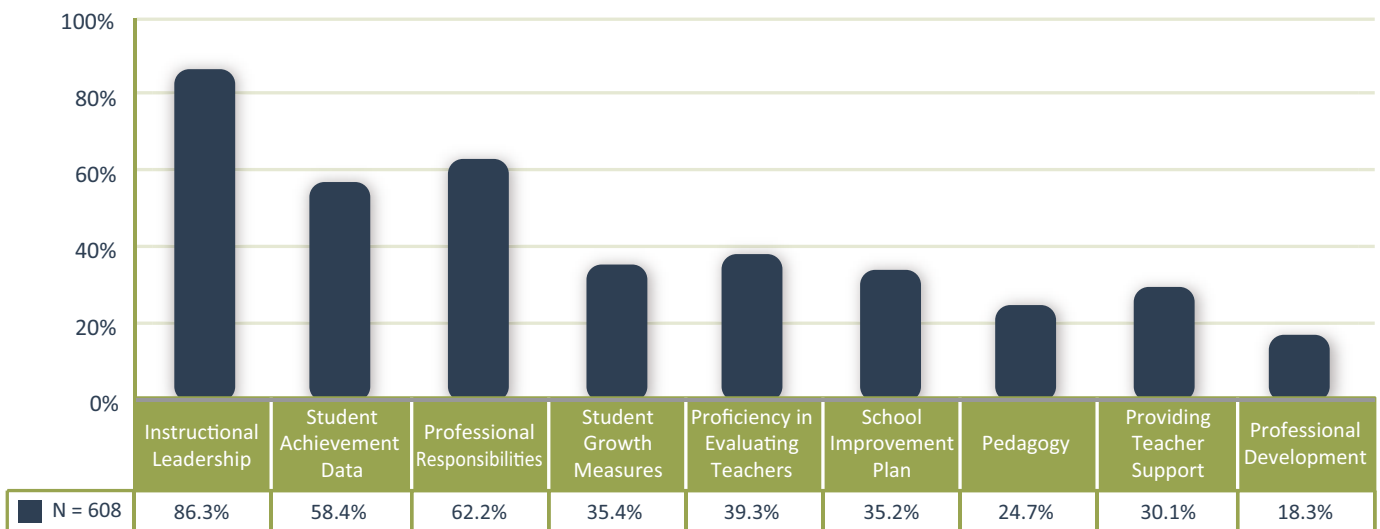


Figure 6: Factors Used in High School Principal and Assistant Principal Evaluations

Figure 7 shows the factors used in evaluating superintendents and assistant superintendents. The top nine responses—those listed by at least 15% of responding districts—are listed. Professional responsibilities are the most common response listed, by 76.4% of districts. Another 69.2% reported using instructional leadership (including the use of technology) as a factor in evaluations, 58.9% reported using growth or decline in district student achievement data, and 47.1% reported using progress made in the district improvement plan. District student growth measures, conducting administrator evaluations validly and reliably, school and/or community feedback/surveys, providing adequate support for minimally effective and ineffective principals and assistant principals, and pedagogical knowledge and practice were all indicated as responses by at least 15% of districts.

### Factors in District Superintendent and Assistant Superintendent Evaluations, 2013-2014

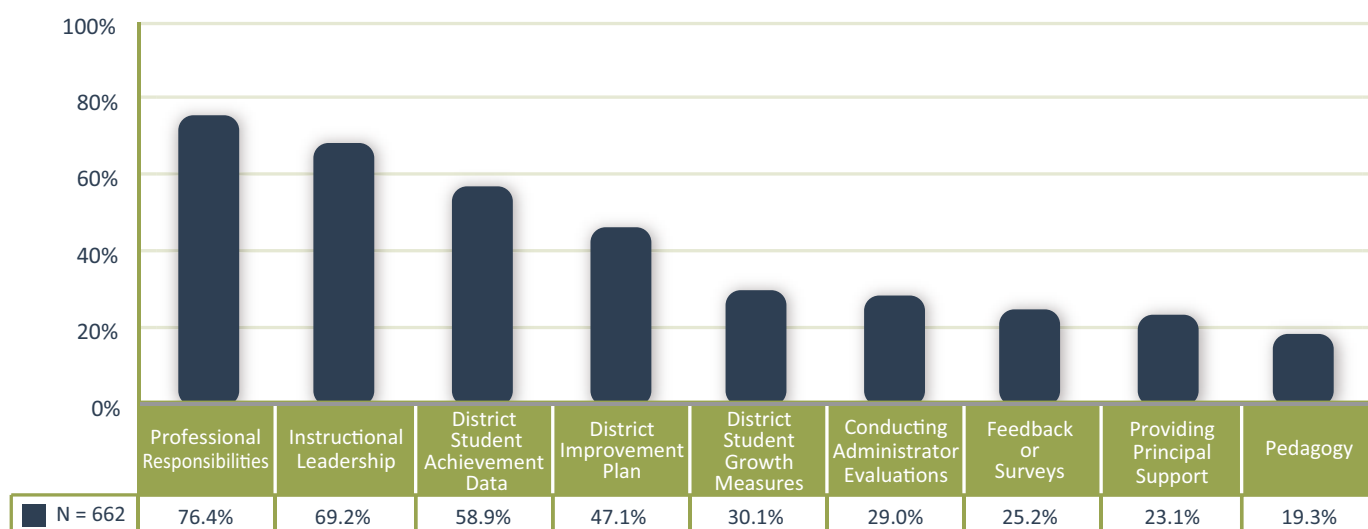


Figure 7: Factors Used in District Superintendent and Assistant Superintendent Evaluations

### Observation Tools and Frameworks Used to Evaluate Instructional Practice and Leadership

As in previous years, districts were asked to report on the frameworks or tools used to evaluate teachers as part of their local evaluation systems. New in 2013-14, districts were also asked to report on the frameworks or tools used to evaluate administrators. Figure 8 shows the tools most commonly reported in evaluations of teachers' professional practices, while figure 9 shows the tools used to evaluate administrators' professional practices.

Figure 8 (on the following page) shows that Charlotte Danielson's Framework for Teaching Proficiency was by far the most commonly reported tool used to evaluate teacher professional practice, at 61.4%.<sup>3</sup> We list the other three frameworks recommended by the state of Michigan, with all others grouped into the category of "Locally Developed or Other Tool."<sup>4</sup>

<sup>3</sup> Some districts listed Danielson's framework as part of the free-response prompt when selecting "Locally Developed Tool or Other Tool (please specify)." In order to ensure that partial or incomplete versions of Danielson's framework were not included in our analysis, these responses were not counted; as a result, Figure 8 gives a lower bound on the number of districts using Danielson's framework and an upper bound on the number of districts using a locally developed or other tool.

<sup>4</sup> Other listed options include "A Framework for Teaching: Supporting Professional Learning (Lenawee ISD)," "Clarkston Community Schools Educator Evaluation Program (Clarkston Community Schools)," "Effective Evaluation of Educator (Jackson ISD)," "Evaluation Collaboration and Feedback Training to be Consistent and Support Teachers (Airport Community Schools)," "Educator Evaluation: Together We Make Each Other Better (Michigan Association of Secondary School Principals)," "Great Lakes Instructional Leadership Series for Principals and Teacher Leaders (Bay-Arenac ISD)," "Supporting Teacher Growth Through Evaluation (KISD)," "Teacher Evaluation System(s) CUES Model (McREL)," "Teacher Evaluation System(s) Standards-Based Model (McREL)," "Training for Observers/Evaluators (Imlay City Community Schools)," and "Portfolio and/or Peer Review."



## Frameworks Used in Local Evaluations of Teacher Professional Practice, 2013-2014

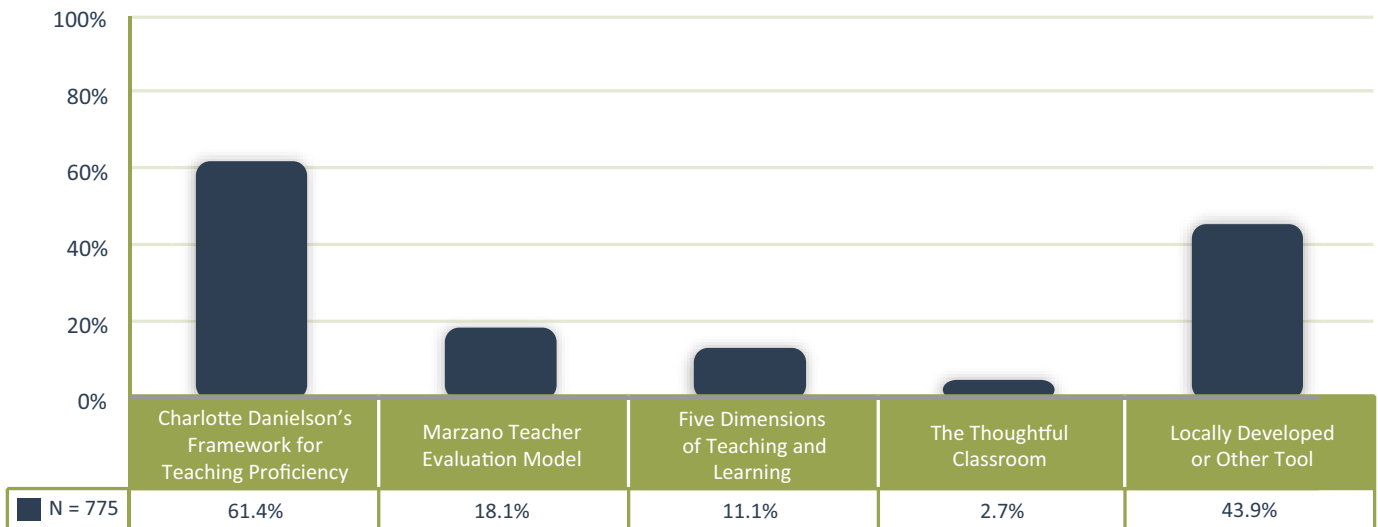


Figure 8: Frameworks Used in Local Evaluations of Teacher Professional Practice

Figure 9 lists the tools used in local evaluations of administrator professional practice. Fewer districts reported using any of the listed options than reported using “Other,” at 53.4%. The most commonly used listed method was MASA’s Administrator Evaluation Instrument, at 45.8%, followed by Marzano’s Leadership Evaluation Model, at 26.5%. No other administrator evaluation tool was listed by 10% of districts.

## Frameworks Used in Local Evaluations of Administrator Professional Practice, 2013-2014

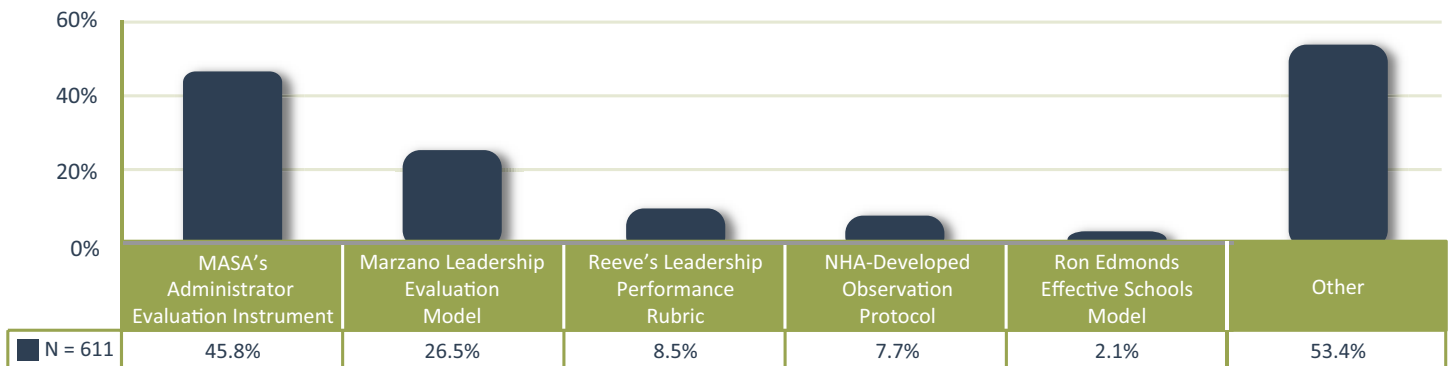


Figure 9: Frameworks Used in Local Evaluations of Administrator Professional Practice

## Student Growth Measures Used to Determine Student Growth

As students learn vastly different material over the course of their public school educations, and as Michigan schools offer different assessments in different content areas by grade level, districts were asked to report the student growth measures used in educator evaluations at four different levels. Early education is reflected by kindergarten and first grade. No state assessments directly reflect the learning that takes place in these grades. As state assessments take place in grades 3-5, and because state assessments through the 2013-14 school year in grade 3 reflect learning from grade 2, grades 2-5 are considered separately. Middle school and high school are also considered separately.

Figures 10-13 reflect the measures of student growth used at the early elementary, elementary, middle, and high school grade levels respectively. Responses reported by at least 20% of districts are listed here. The most common measures used at the early elementary level are local common assessments (60.9%), followed by DIBELS Next or 6th Edition (46.4%) and Northwest Evaluation Association (NWEA) (37.7%). At the elementary and middle school levels, state assessments were the most common methods used in educator evaluations (66.9% and 72.6% respectively), followed by local common assessments (56.5% and 65.0%) and NWEA (40.3% and 39.3%).

### Sources of Assessment Data in Early Elementary Grades K-1

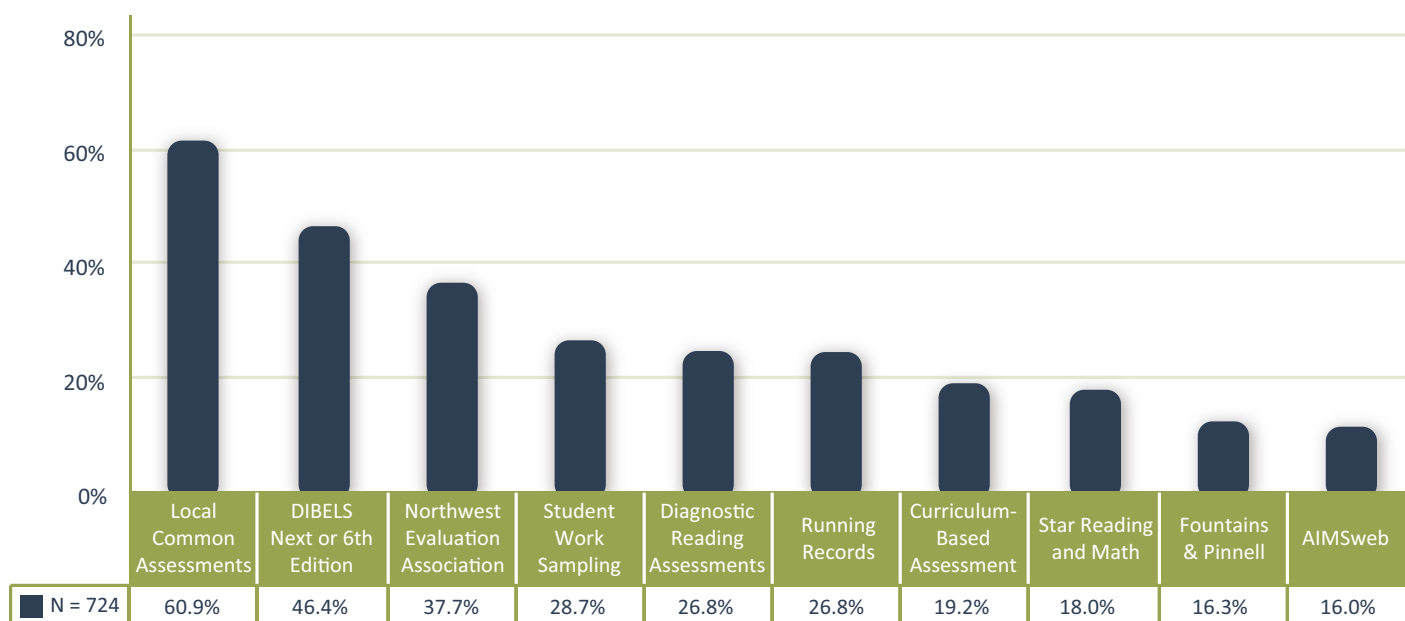


Figure 10: Sources of Assessment Data in Early Elementary Grades K-1

### Sources of Assessment Data in Elementary Grades 2-5

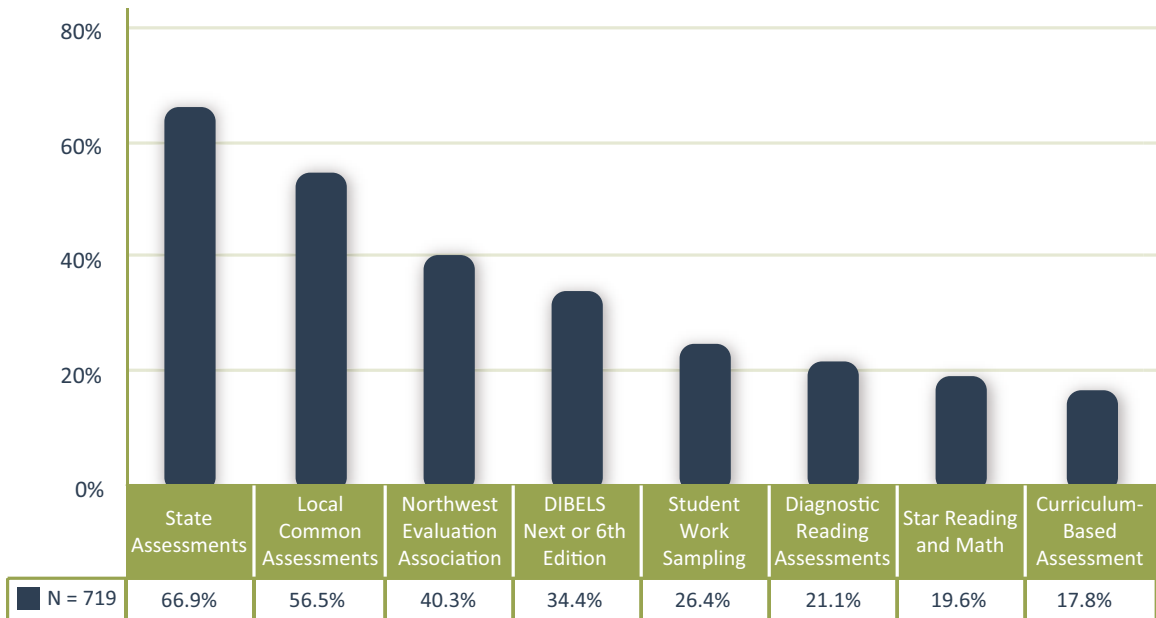


Figure 11: Sources of Assessment Data in Elementary Grades 2-5

### Sources of Assessment Data in Middle School Grades 6-8

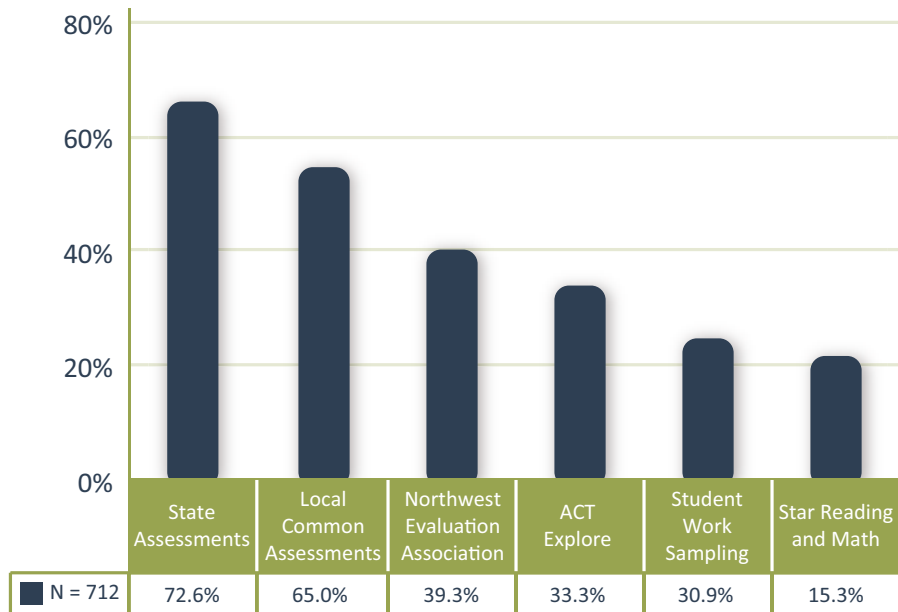


Figure 12: Sources of Assessment Data in Middle School Grades 6-8

High schools use a large number of measures in educator evaluations. The most common of these is the MME, reported by 65.6% of districts. Local common assessments were also widely used—pre- and post-assessments were reported 63.0% of districts, and end-of-course assessments by 53.3%. Two ACT assessments were the next most commonly used growth measures—PLAN was reported by 50.2% of districts, and the ACT College Entrance Exam by 43.7%. The 9th grade social studies portion of the MEAP – the only section offered at the high school level – was reported by 33.8% of districts.

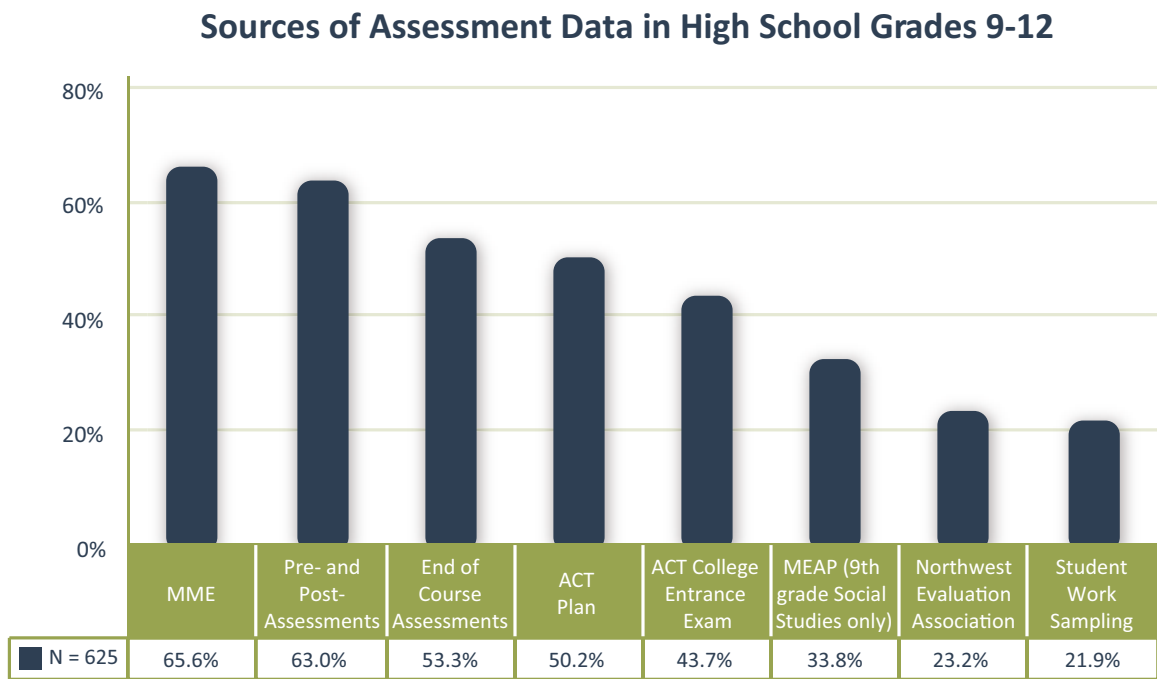


Figure 13: Sources of Assessment Data in High School Grades 9-12

## Weighting of Student Growth in Local Evaluation Systems

PA 102 required that at least 25% of educator evaluations be based on assessments of student growth in the 2013-2014 school year. According to Figure 14, over one third (35.4%) of districts base exceeded the requirement in state law, and another 9.7% failed to meet it, with 1.4% of districts responding to the overall survey not answering this particular question. The remaining 421 (53.6%) base 20-29% of their evaluations on student growth measures; given the requirements in PA 102, it is likely that student growth accounts for 25% of evaluations in the majority of these districts.

In general, districts are placing a higher weight on growth data than in the past. Relative to the survey of districts' practices in the 2012-2013 school year, notably fewer districts report that growth accounts for less than 10% of evaluations or for 10-19% of evaluations. The number reporting that growth accounts for 20-29% of evaluations has risen sharply, and the number reporting that growth accounts for at least 50% of evaluations has increased by a small but noticeable amount. Differences in the number of districts reporting that growth accounts for 30-39% or 40-49% of evaluations were slight, lower than two percentage points. There was almost no change in the percent of districts not responding to this survey item while still responding to the survey as a whole.

**Percent of Evaluations Based on Student Growth, 2012-2013 vs. 2013-2014**

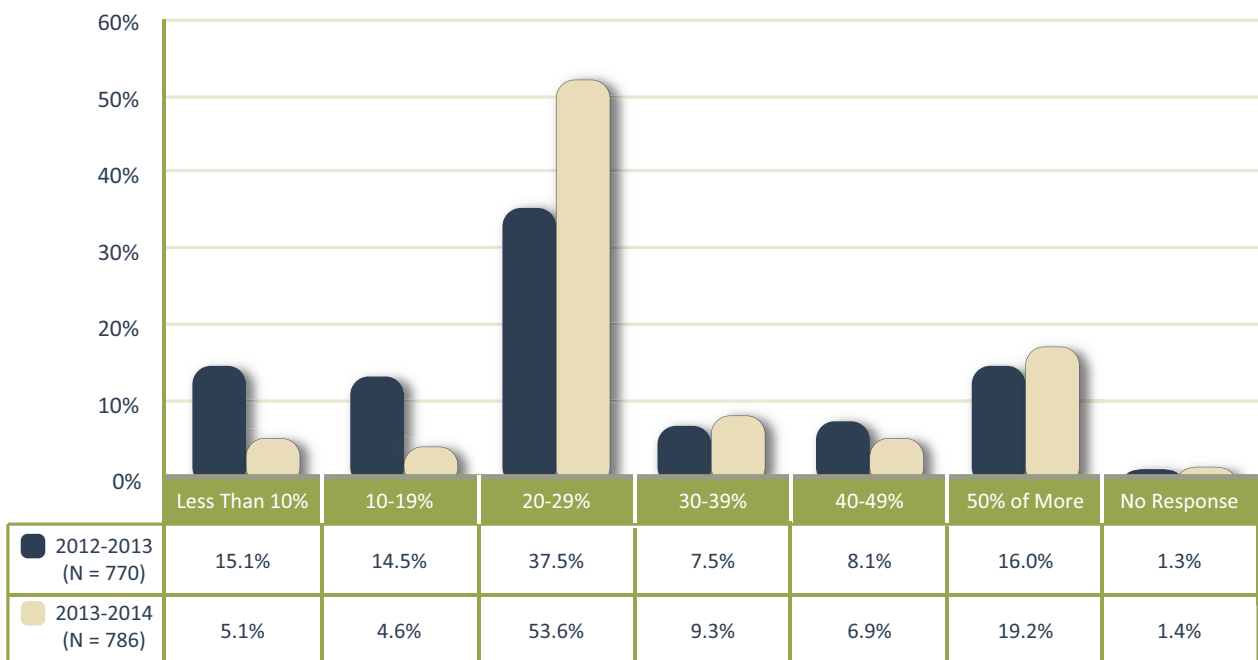


Figure 14: Percent of Evaluations Based on Student Growth, 2012–2013 vs. 2013-2014

## Decisions Informed by Evaluation Results

Districts were asked how evaluations of teachers, principals and assistant principals, and superintendents and assistant superintendents informed decisions. These questions did not differentiate by grade span. Results are reported in figures 15-17.

Teacher evaluations are nearly universally used to target professional development towards specific areas of need. Over two thirds of districts reported that evaluations were used for coaching support and individualized development plans. Approximately 60% of districts reported that evaluations were used to recommend removal or termination of ineffective teachers after providing opportunities for improvement. A slightly lower percent of districts provided this response than in last year's educator evaluation survey, while higher percentages reported using evaluations for professional development or coaching support. This is a positive development, as it suggests that districts and teachers are more likely than before to view evaluations as constructive tools rather than as determinants of punishment.

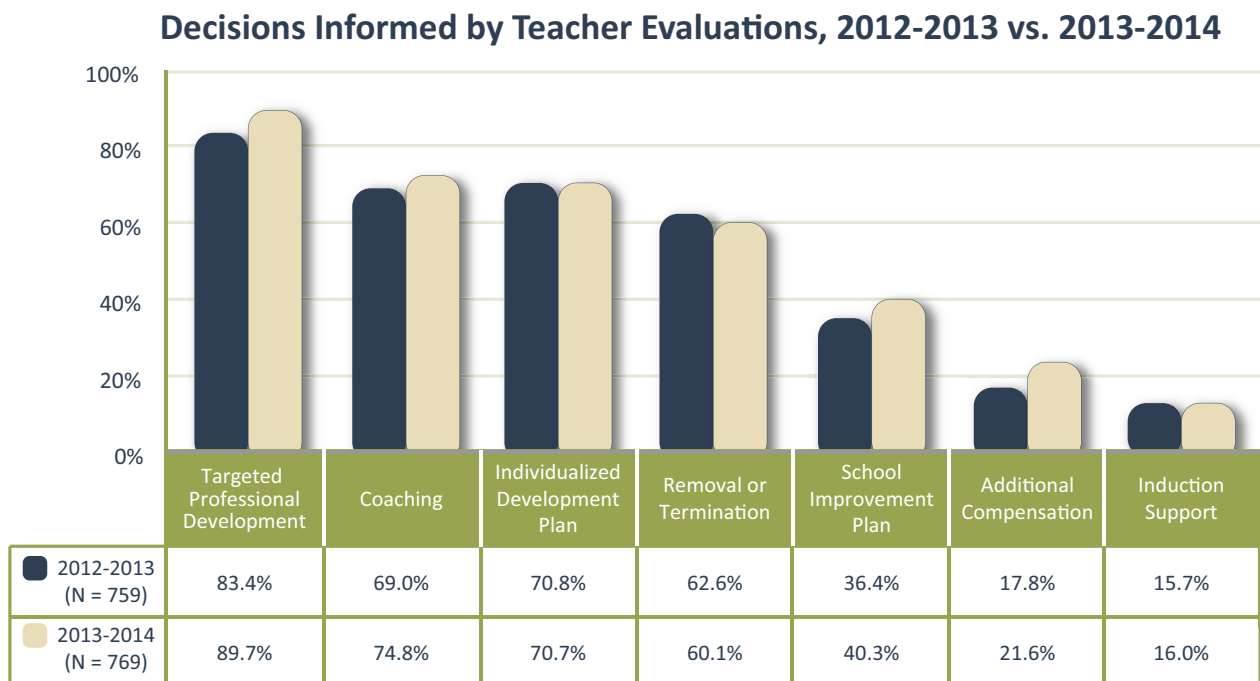


Figure 15: Decisions Informed by Teacher Evaluations

Principal and assistant principal evaluations are most commonly used to provide leadership coaching support (84.5%) and professional development (80.5%), with the latter of these representing an increase over the previous year. Approximately 60% of districts reported that these evaluations were used to recommend removal or termination, again a slight decrease from the previous year.

## Decisions Informed by Principal and Assistant Principal Evaluations, 2012-2013 vs. 2013-2014

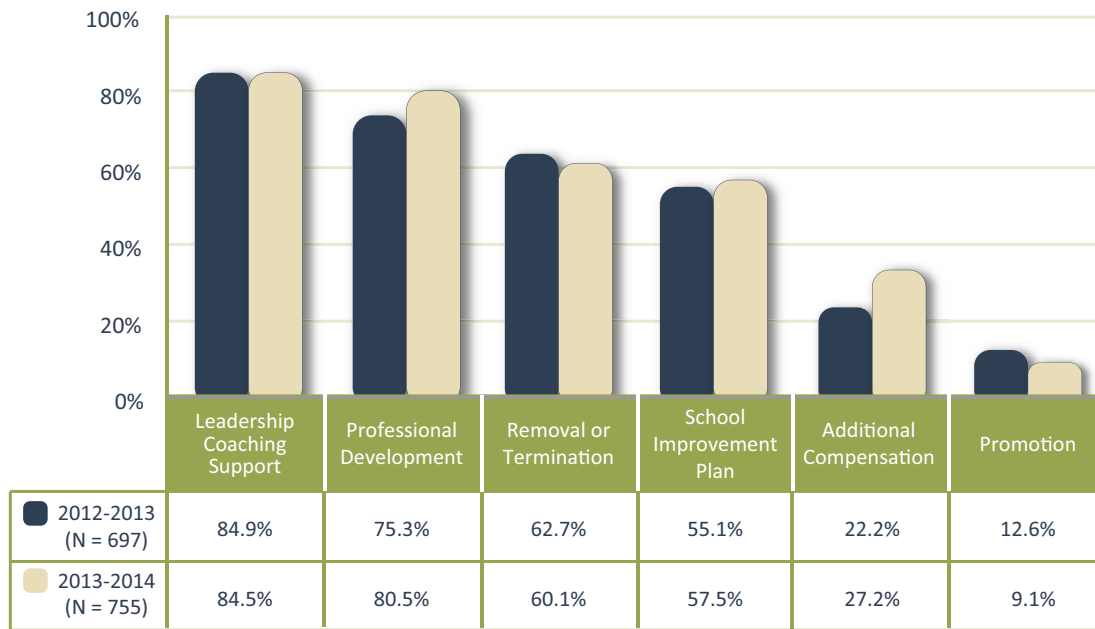


Figure 16: Decisions Informed by Principal and Assistant Principal Evaluations

The most common impact among superintendents and assistant superintendents is on professional development (61.6%), with nearly identical percentages of districts reporting that they are used for informing district improvement plans (61.3%) or leadership coaching support (59.1%). Recommending removal or termination is the fourth most common response (52.6%). The percentages of districts reporting that these evaluations are used for professional development or leadership coaching support have increased by approximately 10 percentage points each since the previous year's survey.

## Decisions Informed by Superintendent Evaluations, 2012-2013 vs. 2013-2014

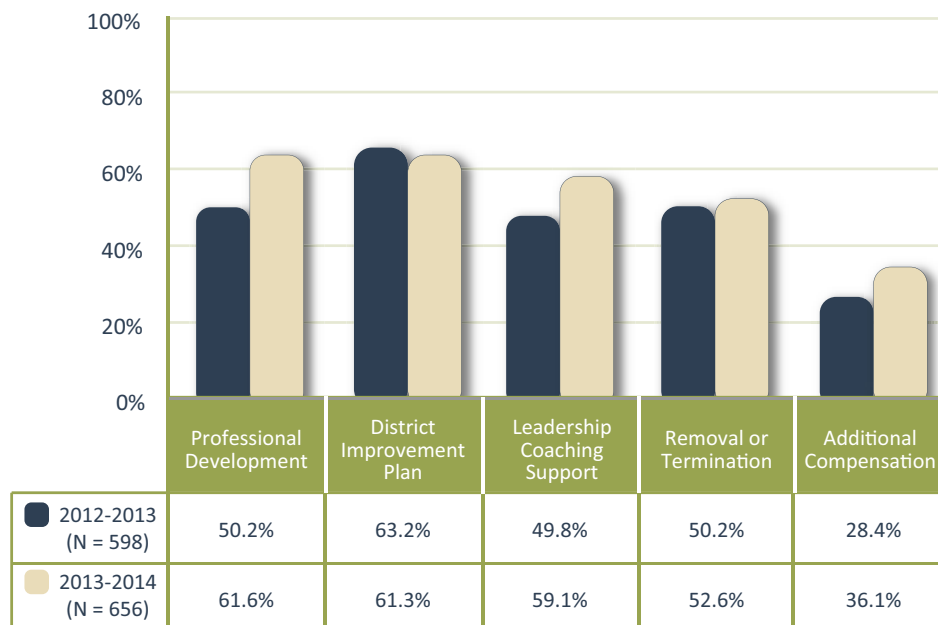


Figure 17: Decisions Informed by Superintendent Evaluations

## Effectiveness Reporting

Figure 18 shows how districts reported the results of their educator effectiveness evaluations. The vast majority of districts (90.7%) stated that they posted their results to REP.<sup>5</sup> Between 15% and 20% of districts reported that educator evaluations were released in an annual education report (19.6%), were presented at a district board meeting (17.8%) or were not made public (15.9%). Very few districts offered responses other than these.

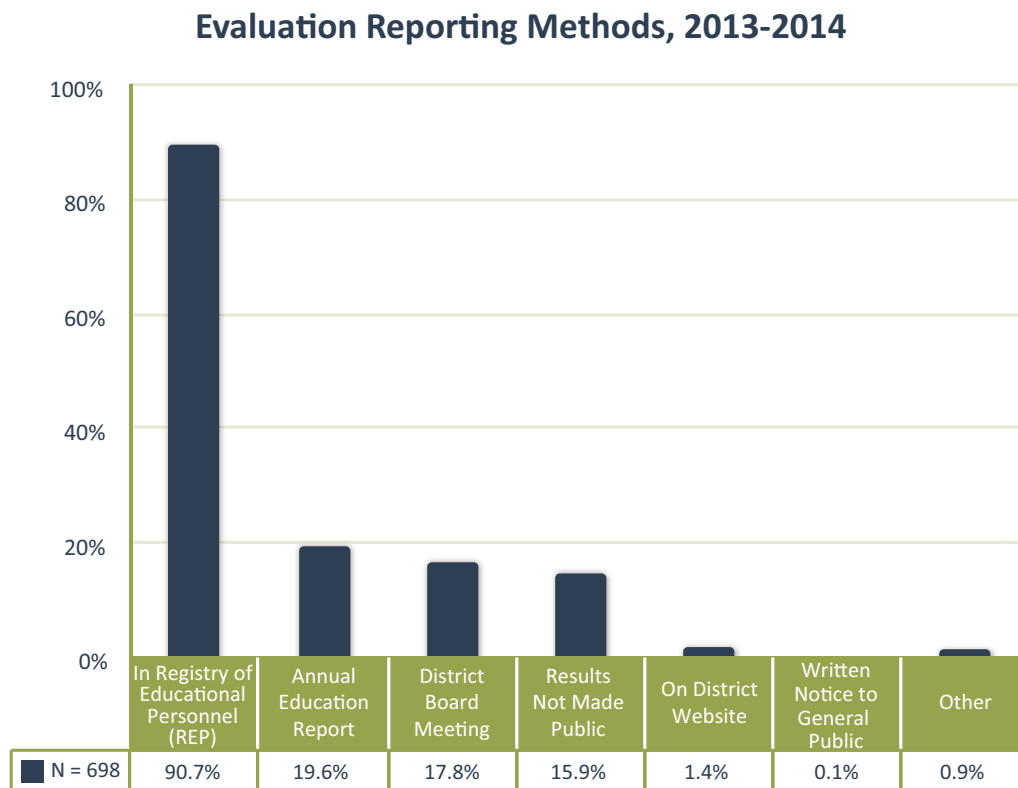


Figure 18: Evaluation Reporting Methods

<sup>5</sup> As all districts are required to post results of educator evaluations to REP, this number should be 100%. There are a variety of reasons why districts may not have selected this response.



## STATEWIDE DISTRIBUTION OF EDUCATOR EFFECTIVENESS RATINGS

To accompany the survey of district educator evaluation practices, MDE undertook an analysis of REP data on educator effectiveness ratings and school accountability measures. The first set of analyses compared statewide educator effectiveness ratings over time. The second examines the relationship between effectiveness ratings and the weighting of student growth in these ratings. The third studies whether teachers with particular effectiveness ratings are disproportionately likely to work at schools with specific accountability ratings (priority, focus, reward, and specific reward designations). The final set of analyses examines whether teachers with particular effectiveness ratings are disproportionately likely to work at certain types of institutions.

Figure 19 shows that, as in previous years, approximately 97% of teachers are rated as being “effective” or “highly effective.”<sup>6</sup> Figure 20 indicates that a similar percentage of principals and assistant principals also fall into these two categories. Figure 21 shows that 99% of superintendents and assistant superintendents are rated in these two categories.<sup>7</sup> Approximately 3% each of teachers and principals and assistant principals are rated “minimally effective” or “ineffective,” and fewer than 1% of superintendents and assistant superintendents receive one of these ratings.<sup>8</sup> For the second straight year, the percentages of teachers, of principals and assistant principals, and of superintendents and assistant superintendents rated “highly effective” has risen; the percentages at each of these levels rated “effective” or “ineffective” has fallen for the second consecutive year.<sup>9</sup>

While every school district should aspire to be staffed exclusively by effective and highly effective educators, there are still reasons to be concerned about educator effectiveness. Michigan, like every other state, faces challenges in educating its youth. Educator effectiveness does not necessarily imply that all students are proficient in all subjects, or even that all students are moving towards proficiency in all subjects; however, it does imply that teachers are working productively and to the best of their ability with their students, that principals and assistant principals are providing appropriate support and mentorship, and that superintendents and assistant superintendents are setting appropriate policies.<sup>10</sup> It would be naïve to say that nearly every educator in Michigan – or in any other state – reaches these high standards. Moreover, over 40% of the districts with teacher effectiveness data reported in REP (375 out of 893) have no minimally effective or ineffective teachers. Unfortunately, labeling all teachers as effective does not achieve the purpose of educator evaluations—if all teachers are effective, it is unnecessary to target professional development or to provide individual support. Local control also adds to the difficulty in assessing what each effectiveness label means—it is impossible for us, as a state agency, to disentangle whether differences in teacher effectiveness labels across districts are due to teacher quality or to districts’ differing evaluation procedures. As a result, it is extremely difficult for Michigan to make policy based on educator effectiveness, as some other states have done.

<sup>6</sup> Readers should note that the MDE and CEPI used slightly different business rules in 2014 than in previous years to determine the samples of teachers, principals and assistant principals, and superintendents and assistant superintendents to be included in effectiveness statistics. The specific methodology is beyond the scope of this brief and not discussed here. Results for the 2011-2012 and 2012-2013 school years use the old methodology (business rules used during those school years), while results for the 2013-2014 school year reflect the updated methodology/business rules.

<sup>7</sup> Only one superintendent was rated “ineffective” in the most recent survey.

<sup>8</sup> Faculty in administrative positions other than principal, assistant principal, superintendent, or assistant superintendent are omitted from analyses.

<sup>9</sup> The percentage of principals and assistant principals rated “minimally effective” rose by 0.2 percentage points from its level in the previous year, the percentage of teachers with this rating fell for the second consecutive year, and the percentage of superintendents and assistant superintendents remained consistent.

<sup>10</sup> At present, MDE does not endorse or identify one particular definition of “educator effectiveness” or the corresponding rating levels.

### Distribution of Teacher Effectiveness Ratings, 2011-2012 vs. 2012-2013 vs. 2013-2014

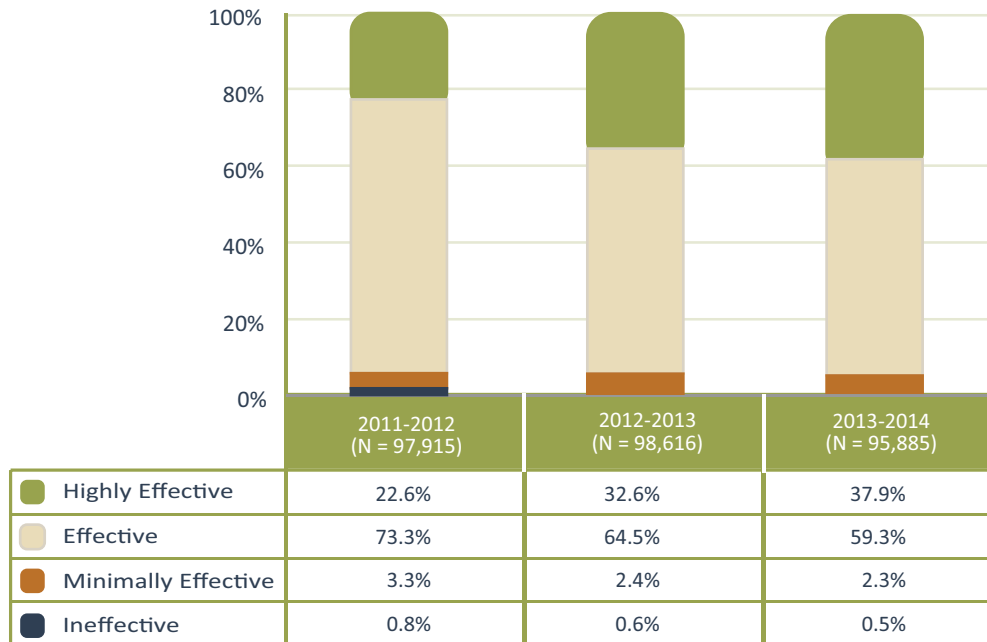


Figure 19: Distribution of Teacher Effectiveness Ratings

### Distribution of Principal and Assistant Principal Ratings, 2011-2012 vs. 2012-2013 vs. 2013-2014

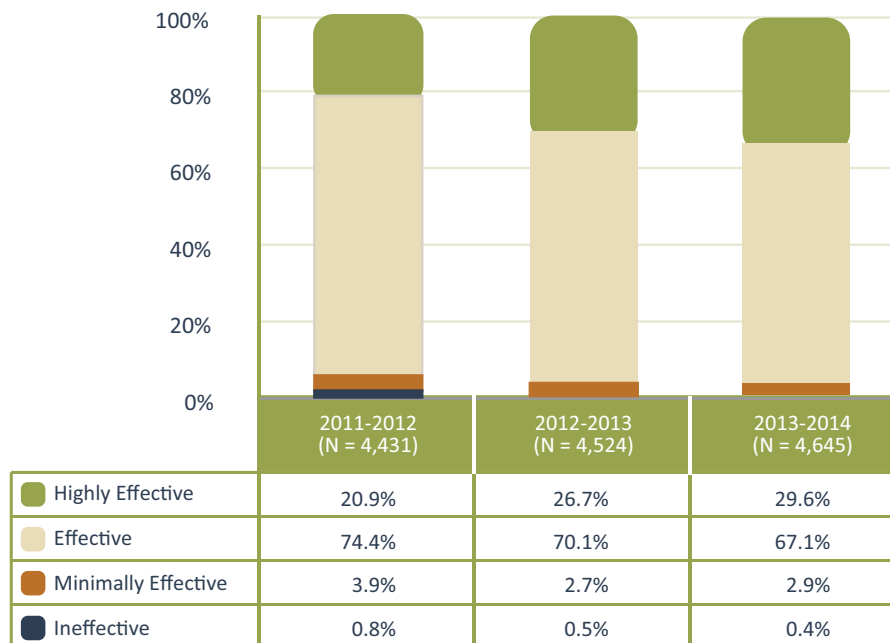


Figure 20: Distribution of Principal and Assistant Principal Effectiveness Ratings

## Distribution of Superintendent and Assistant Superintendent Effectiveness Ratings, 2011-2012 vs. 2012-2013 vs. 2013-2014

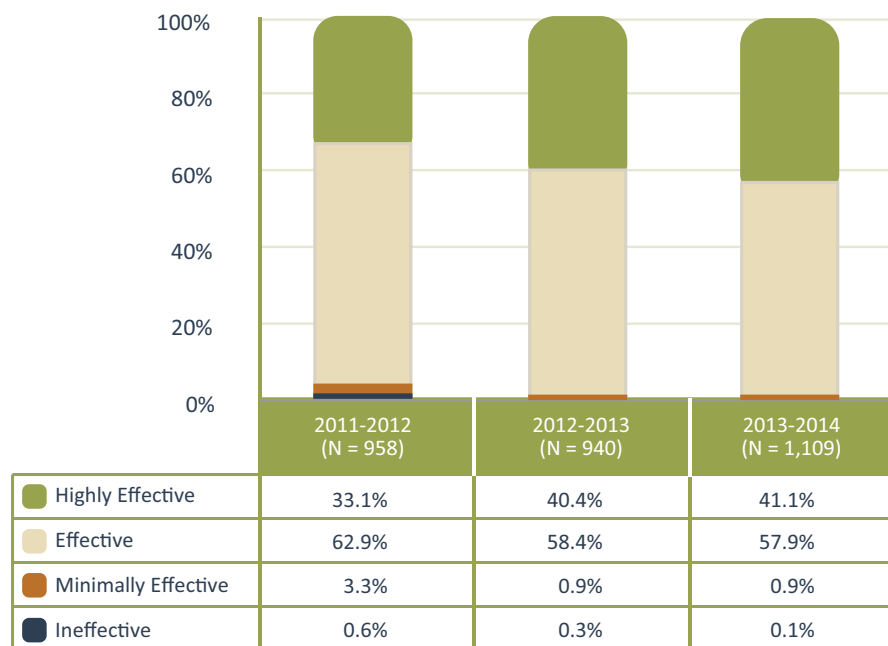


Figure 21: Distribution of Superintendent and Assistant Superintendent Effectiveness Ratings

### Distribution of Effectiveness Ratings By Weighting of Student Growth in Evaluations

It is worth exploring whether differences in the weight given to student growth measures in the evaluation process yield different results. Results of this analysis are shown in Figures 22-24. Based on these graphs, it does not appear that basing evaluations more heavily on student growth data is sufficient on its own to affect the distribution of effectiveness ratings. Teachers and administrators in districts using student growth as 20-29% of evaluations or as 40-49% of evaluations were more likely to be rated “highly effective” than those in districts placing different weights on student growth. Districts using student growth data as 50% or more of evaluation results are more likely than other districts to rate teacher, principals, and assistant principals as “minimally effective.” There is some slight evidence that increasing the weight on student growth measures generally increases the likelihood that teachers will be rated “minimally effective,” but given the relatively small numbers, this may just be statistical noise—the opposite trend appears to hold for superintendents and assistant superintendents.

In some ways, this is a surprising result—while MDE does not endorse the view that student growth measures are fairer or more objective than classroom observations or other metrics used in educator evaluations, the fact that they are often viewed that way could conceivably prompt individuals to conduct evaluations differently. On the other hand, student growth is one metric among many used, and its increased usage should not necessarily have an effect on its own. If some districts put greater weight on student growth metrics, then how their students perform on assessments becomes more important. If such districts have large numbers of high-performing students, it might therefore appear as though the metric itself causes teachers to receive higher effectiveness ratings; the opposite will seem true if these policies are implemented in lower-achieving districts. Additionally, placing a higher weight on student growth does not have any implications for the other metrics used in evaluations.

## Distribution of 2013-2014 Effectiveness Ratings by Weight of Student Growth Data - Teachers

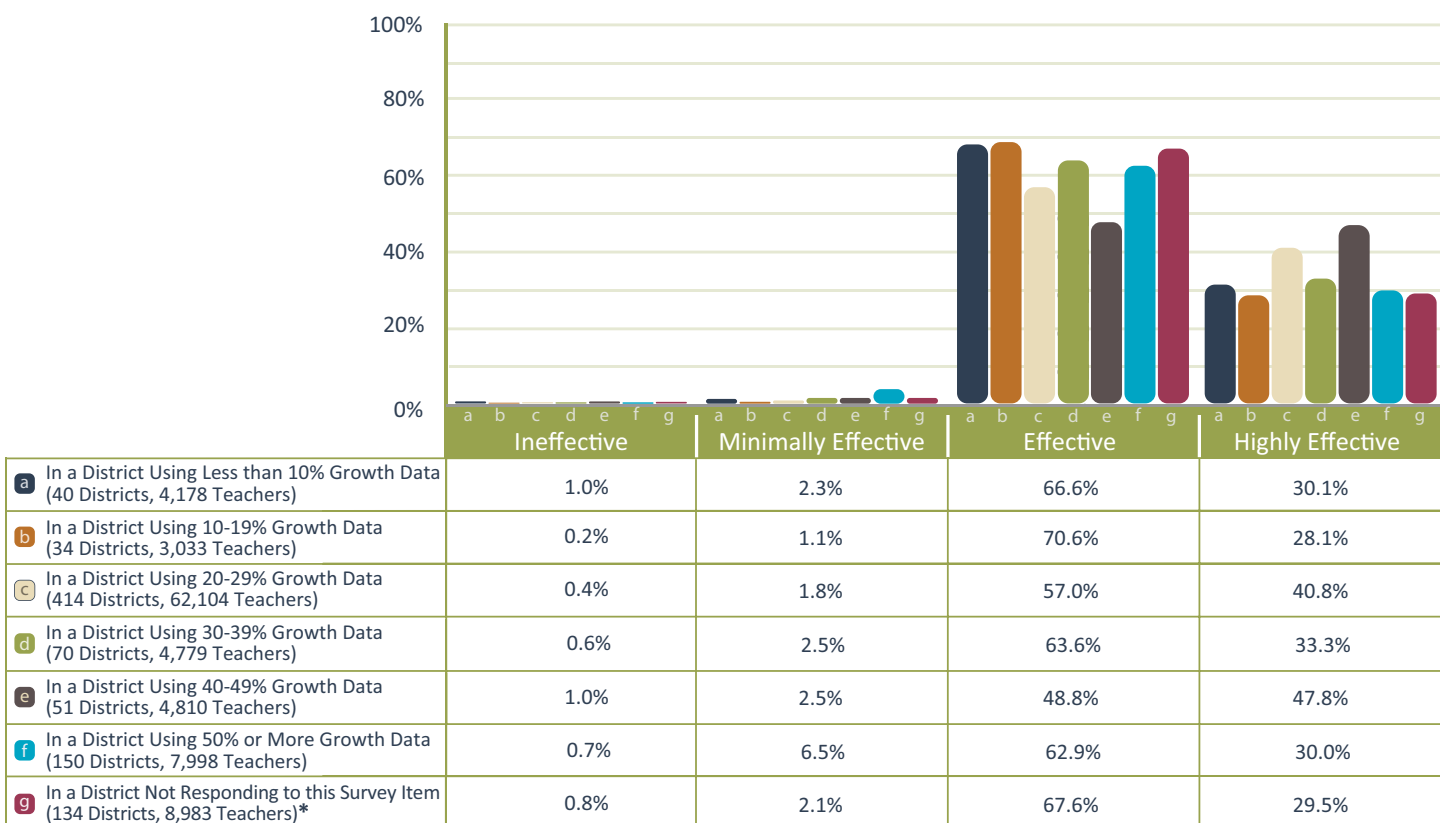


Figure 22: Distribution of 2013-2014 Effectiveness Ratings by Weight of Student Growth Data —Teachers

## Distribution of 2013-2014 Effectiveness Ratings by Weight of Student Growth Data - Principals and Assistant Principals

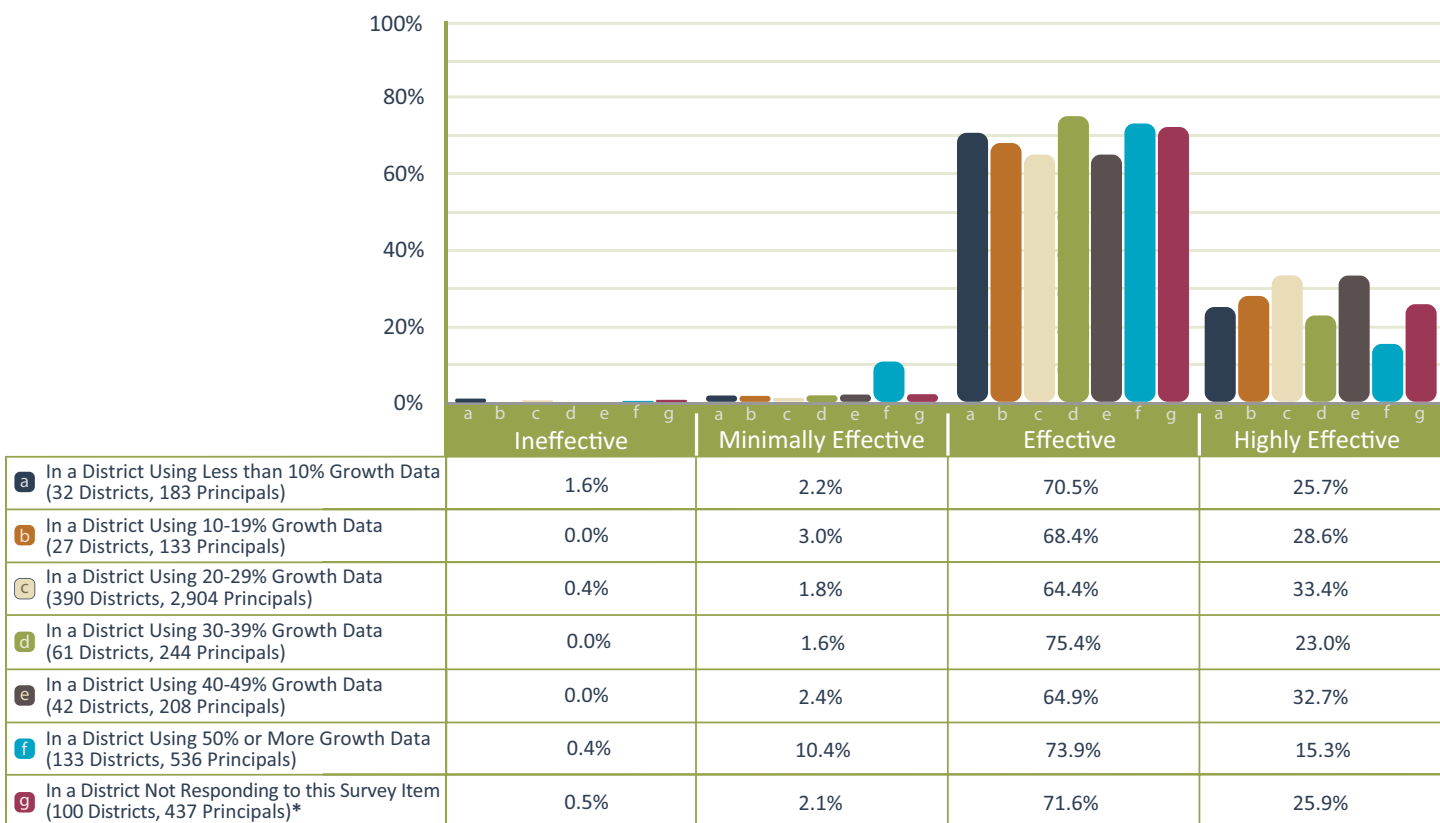


Figure 23: Distribution of 2013-2014 Effectiveness Ratings by Weight of Student Growth Data —Principals and Assistant Principals

## Distribution of 2013-2014 Effectiveness Ratings by Weight of Student Growth Data - Superintendents and Assistant Superintendents

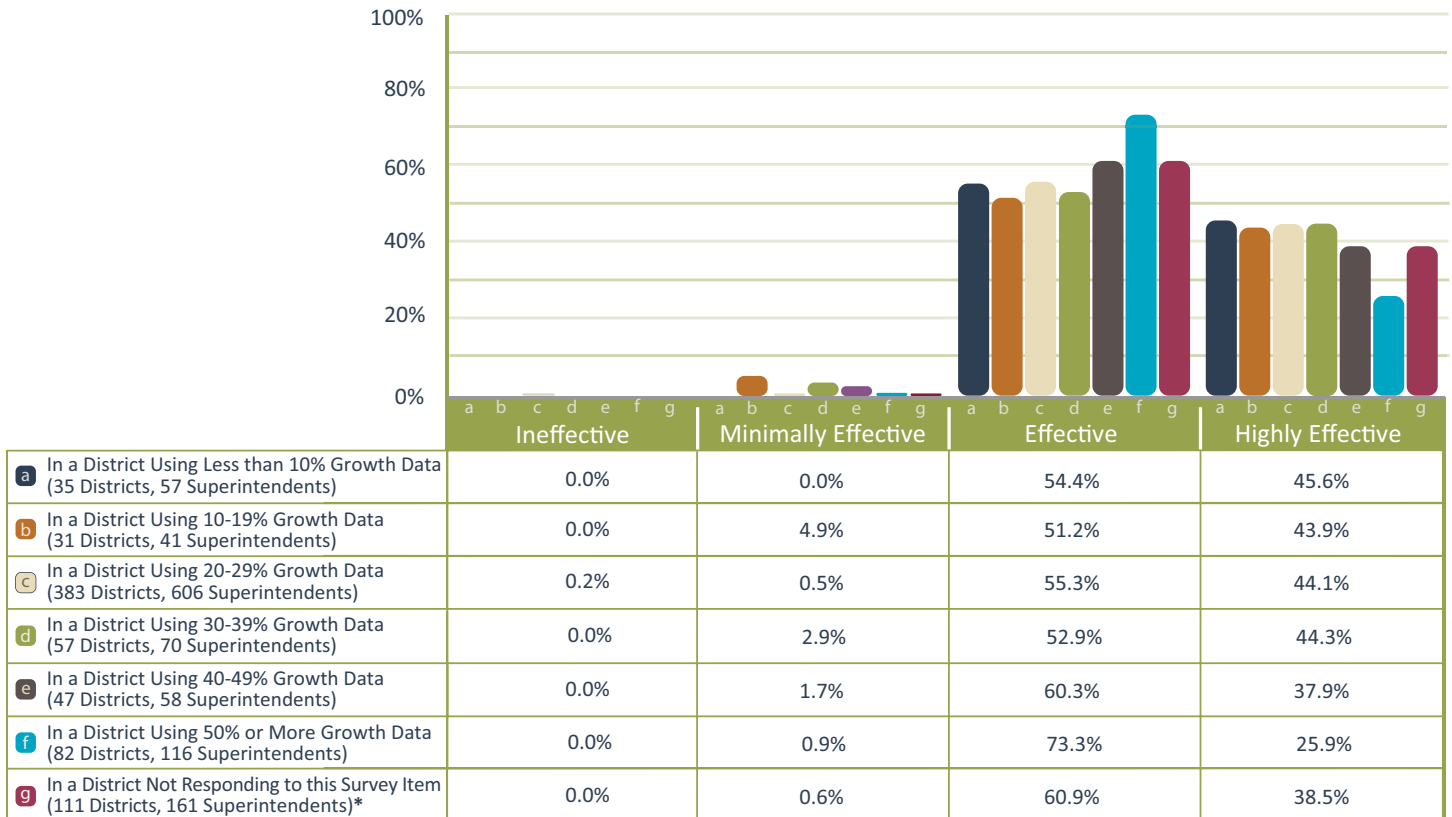


Figure 24: Distribution of 2013-2014 Effectiveness Ratings by Weight of Student Growth Data —Superintendents and Assistant Superintendents

**\*Figure 22:** 123 districts, representing 8,022 teachers, did not respond to the educator effectiveness survey. Another 11 districts, representing 961 teachers, responded to the survey but did not respond to this particular question. Districts not responding to the survey at all may have different motivations for doing so than districts not responding to particular survey items, though it is impossible to know for certain.

**\*Figure 23:** 91 districts, representing 693 principals and assistant principals, did not respond to the educator effectiveness survey. Another 9 districts, representing 44 principals, responded to the survey but did not respond to this particular question.

**\*Figure 24:** 101 districts, representing 144 superintendents and assistant superintendents, did not respond to the educator effectiveness survey. Another 10 districts, representing 17 superintendents and assistant superintendents, responded to the survey but did not respond to this particular question.

## ACCOUNTABILITY LABELS AND EFFECTIVENESS RATINGS

As student growth is a crucial component of many effectiveness evaluation systems, schools' accountability performance should therefore correlate with the ratings of their educators. Figures 25 and 26 show the percentage of educators with each effectiveness rating in different types of schools.<sup>11</sup> Thus, for instance, figure 25 shows that 13.1% of 519 “ineffective” teachers statewide are located in priority schools, 5.0% are located in focus schools, and 6.9% are located in reward schools. For comparison, 4.1% of all teachers statewide teach in priority schools, meaning that “ineffective” teachers are over three times more likely to be found in priority schools than would a teacher selected at random.<sup>12</sup> “Minimally effective” teachers are more than twice as likely to be found in priority schools as are teachers selected at random. “Highly effective” teachers are more likely to be found in reward schools and “ineffective” teachers are less likely to be found in reward schools than are teachers selected at random.

**Percentage of Teachers by 2013-2014 Effectiveness Rating and Accountability Label**

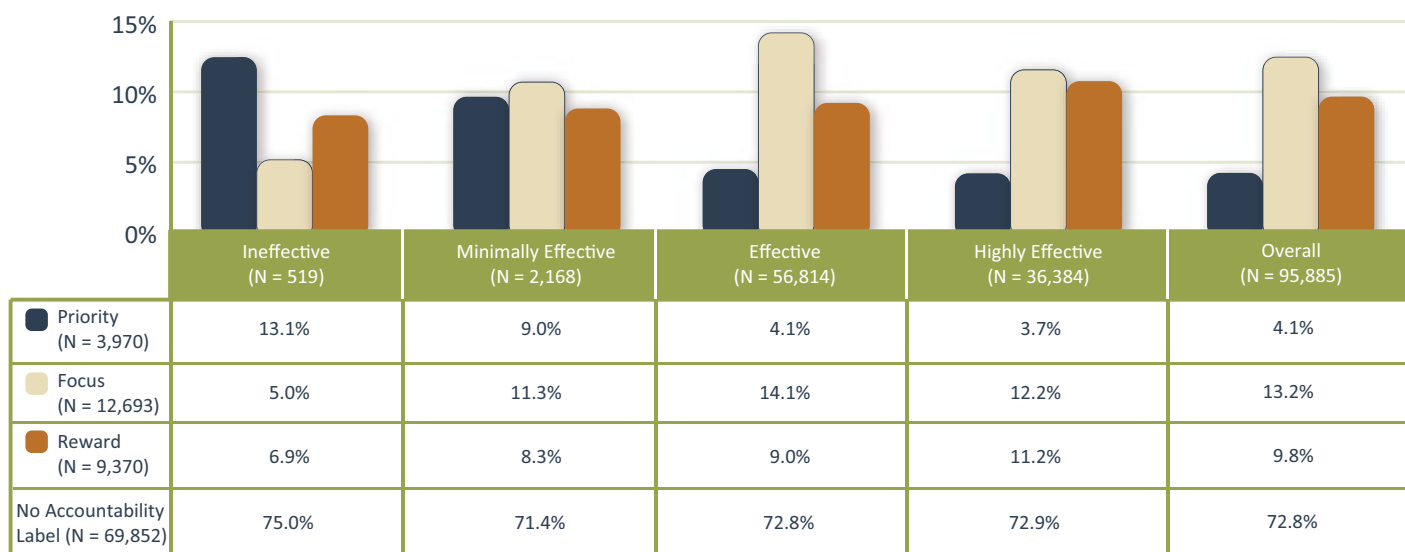


Figure 25: Percentage of Teachers by 2013-2014 Effectiveness Rating and Accountability Label

Figure 26 (on the next page) shows similar results for principals and assistant principals. As only 19 principals or assistant principals in Michigan were labeled “ineffective,” readers should avoid over-interpreting this column—there were three “ineffective” principals or assistant principals at priority schools, two at focus schools, and one at a reward school. However, “minimally ineffective” principals and assistant principals were still heavily overrepresented at priority schools and underrepresented at reward schools. “Highly effective” principals and assistant principals were underrepresented at priority schools and overrepresented at reward schools.

<sup>11</sup> As accountability labels are determined at the building level rather than at the district level, we omit superintendents and assistant superintendents from our analysis in this section. Schools that do not receive accountability labels are included in the N-counts for each column, but do not have bars on the graph. As these schools constitute the vast majority of schools statewide, including them on the graph would make the differences between schools receiving labels much harder to discern without adding additional information.

<sup>12</sup> MDE does not take a position on why this is the case.

## Percentage of Principals and Assistant Principals by 2013-2014 Effectiveness Rating and Accountability Label

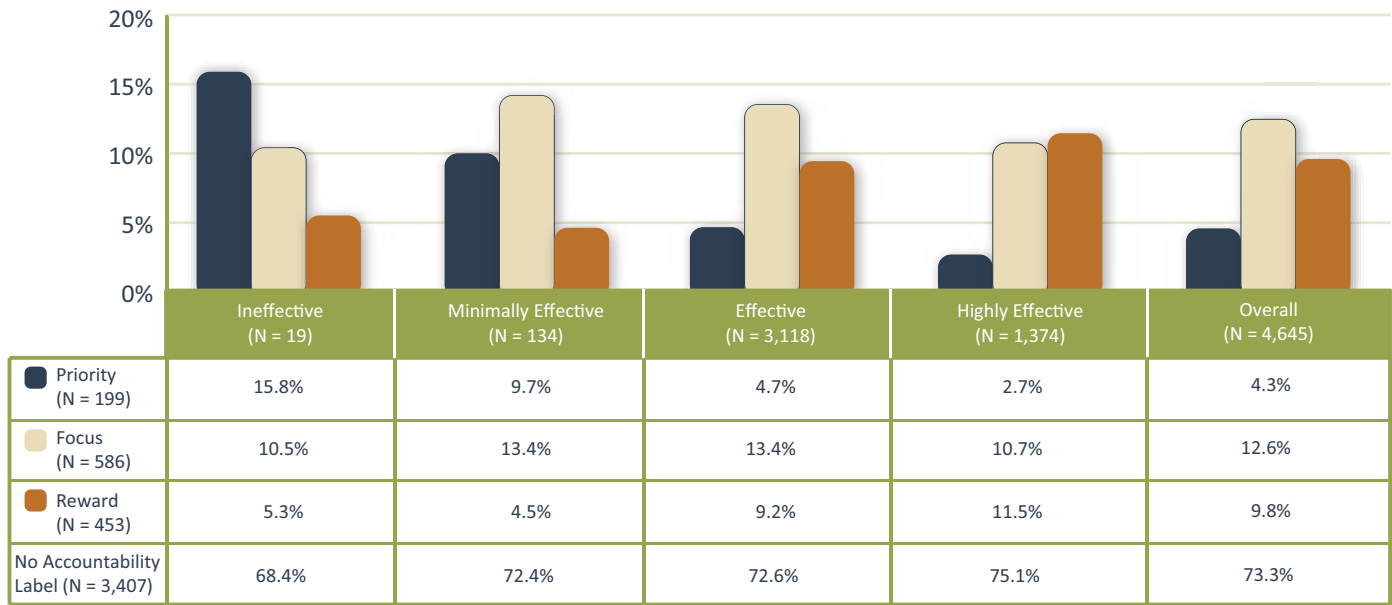


Figure 26: Percentage of Principals and Assistant Principals by 2013-2014 Effectiveness Rating and Accountability Label

As there are several different varieties of reward schools, figure 27 shows the percentage of educators of each effectiveness rating at different types of reward schools. It suggests that “ineffective” and “minimally effective” teachers are less likely than a teacher selected at random to appear in a high performing school. Schools beating the odds under study 1 actually have *more* “ineffective” and “minimally effective” teachers than we would expect. Given the small number of reward schools and thus of administrators at such schools, the corresponding graph for principals and assistant principals is difficult to interpret and is not presented here. However, “highly effective” principals and assistant principals are slightly more likely than a random principal to be at high performing schools.

## Percentage of Teachers by 2013-2014 Effectiveness Rating and Reward Status

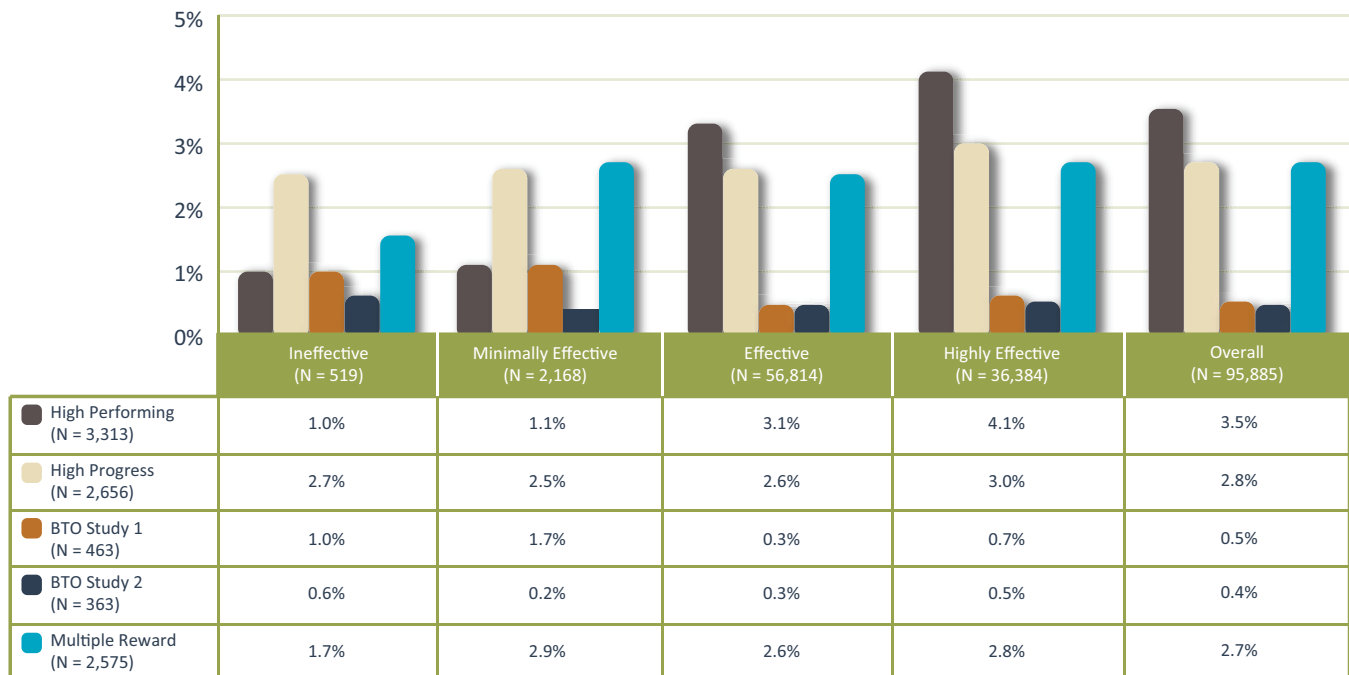


Figure 27: Percentage of Teachers by 2013-2014 Effectiveness Rating and Reward Status

## INSTITUTION TYPE AND EFFECTIVENESS RATINGS

Given recent questions raised about charter schools, it is worth investigating the performance of their teachers and administrators. Results are presented in figures 28 and 29.<sup>13</sup> According to figure 28, PSA schools and unique education providers contain a disproportionate share of teachers labeled “ineffective” and “minimally effective”. As labeling processes differ among districts, this does not necessarily imply that quality of instruction at PSA schools and unique education providers is of a lower quality than at traditional public schools. In figure 29, the ratio of ineffective principals and assistant principals in PSAs almost perfectly reflects the ratio overall; however, due to the very low number of ineffective principals and assistant principals, a difference in where one administrator was placed would result in a five-point swing in both institution types. It is possible that PSAs are more likely to label certain types of struggling administrators as “minimally effective” and that LEAs are more likely to label them as “ineffective,” given the major swing in the number of administrators at each type of institution between the two categories.

**Percentage of Teachers by 2013-2014 Effectiveness Rating and Institution Type**

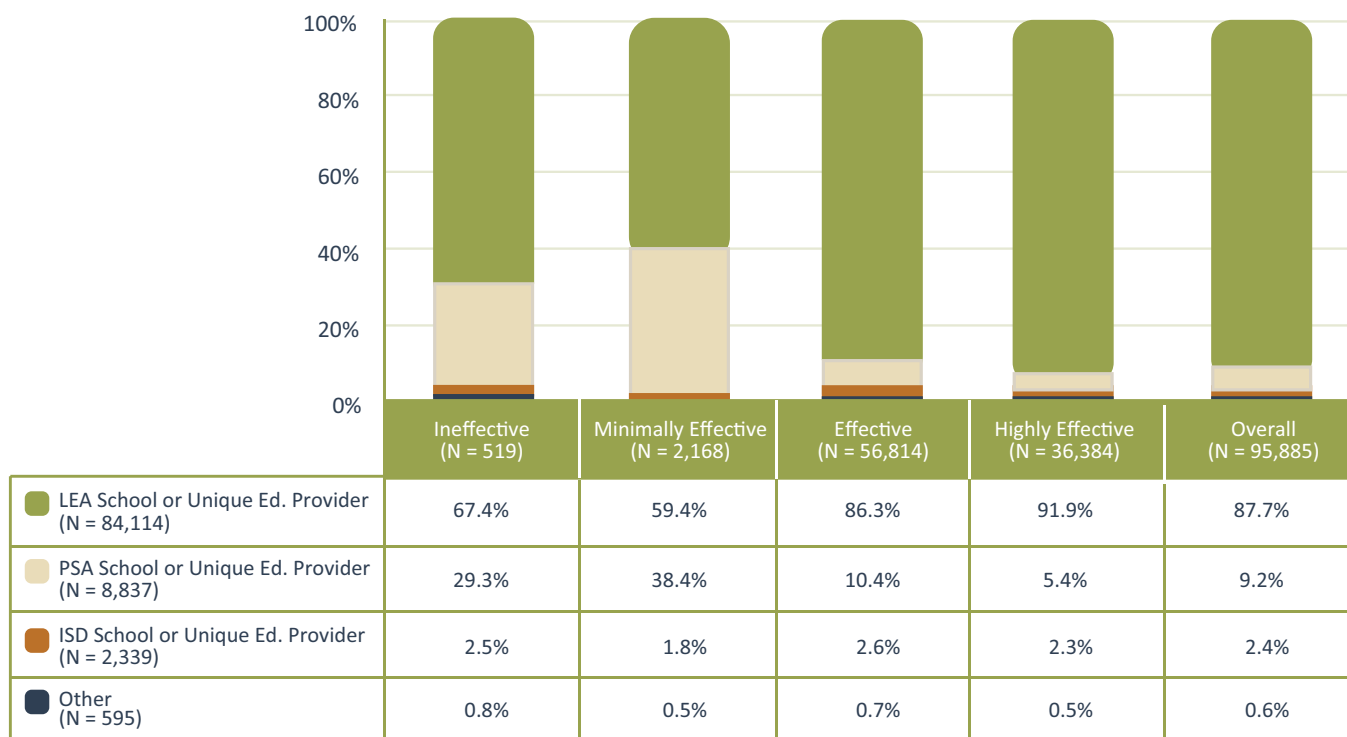


Figure 28: Percentage of Teachers by 2013-2014 Effectiveness Rating and Institution Type

<sup>13</sup> The “Other” category in figure 28 contains 23 teachers at state schools, 186 at ISD districts, 373 at LEA districts, and 13 at PSA districts. The “Other” category in figure 29 contains 2 administrators at state schools, 11 at ISD districts, 97 at LEA districts, and 76 at PSA districts.



## Percentage of Principals and Assistant Principals by 2013-2014 Effectiveness Rating and Institution Type

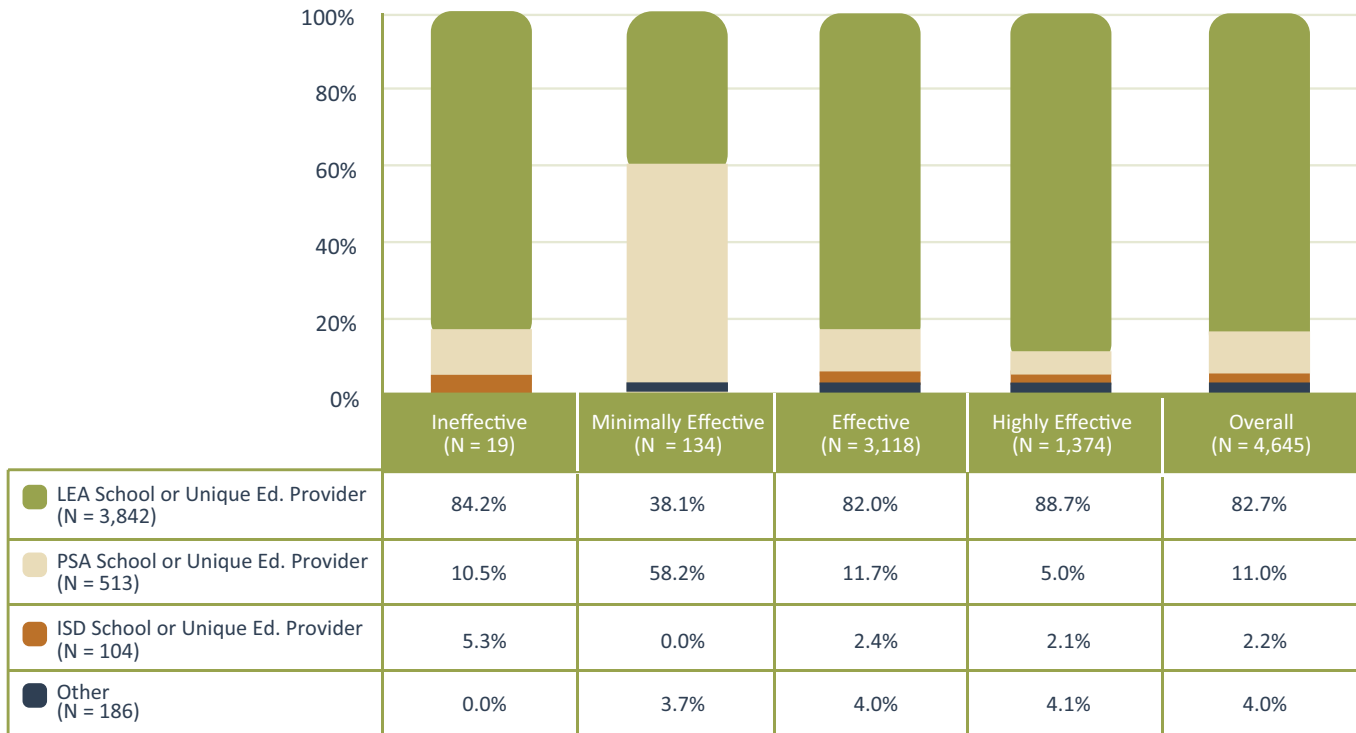


Figure 29: Percentage of Principals and Assistant Principals by 2013-2014 Effectiveness Rating and Institution Type

## CONCLUSION

As in previous years, local control over educator evaluation methods has meant that districts used a variety of techniques, frameworks, and criteria in evaluations of teachers, principals and assistant principals, and superintendents and assistant superintendents. As a result, evaluation results are not reliably comparable across school districts. Districts are more likely to use evaluation results to provide professional development and coaching than to determine retention and termination decisions (though these are often affected as well). Charlotte Danielson’s teacher evaluation framework and the MASA Administrator Evaluation Instrument are the most widely used evaluation frameworks, though widespread use of hybrid models prevents us from determining a precise margin. Most districts use state assessments in relevant grade spans to assess student growth, and most – though not all – use give growth sufficient weight to be in alignment with state law.

As in previous years, over 95% of Michigan educators are labeled “effective” or “highly effective,” with the proportion of “highly effective” educators at all levels increasing for the second straight year. This leads to concerns that evaluations may not provide sufficient information to inform state or district policy. These findings do not vary systematically by the weighting of student growth in educator evaluations. Effectiveness ratings do vary by school accountability labels—highly effective educators are more likely to be found in reward schools and less likely to be found in priority schools. Ineffective educators are less likely to be found in reward schools and more likely to be found in priority schools. Teachers are more likely to be labeled “ineffective” or “minimally effective” at PSAs than at traditional public schools, while principals and assistant principals are more likely to be labeled “minimally effective.”

# K-12 Teacher and Administrator Evaluation Systems

## WELCOME TO THE MICHIGAN DEPARTMENT OF EDUCATION'S K-12 TEACHER AND ADMINISTRATOR EVALUATION SYSTEMS SURVEY

### INTRODUCTION

This survey is designed to collect information about your district's teacher and administrator evaluations. It is critically important districts respond to this survey in a timely manner in order to help the Michigan Department of Education (MDE) comply with Federal requirements. The survey also helps the MDE understand how districts are conducting evaluation and where the MDE might provide strategic technical support and information. Each district should submit only one completed K-12 Teacher and Administrator Evaluation System survey for the district.

To review and/or download the survey prior to completing, copy and paste the following URL into any browser.

[http://www.michigan.gov/documents/mde/Ed\\_Eval\\_Systems\\_Survey\\_458530\\_7.pdf](http://www.michigan.gov/documents/mde/Ed_Eval_Systems_Survey_458530_7.pdf)

Please provide the following demographic information.

#### 1. District Name

#### 2. District Code (5-digit)

#### 3. Name of person completing this survey for the district

#### 4. Position/Title of person completing this survey for the district

- ☐ District Superintendent
- ☐ District Assistant Superintendent
- ☐ District-Level Human Resources
- ☐ Other district-level designee (please specify)

## K-12 Teacher and Administrator Evaluation Systems

### 5. Which of the following systems, frameworks, or methods are your local evaluations of teacher professional practice mostly based on?

Please check **UP TO FOUR** of the following:

- ☐ Charlotte Danielson's Framework for Teaching Proficiency Test Instrument
- ☐ The Five Dimensions of Teaching and Learning
- ☐ The Marzano Teacher Evaluation Model
- ☐ The Thoughtful Classroom
- ☐ A Framework for Teaching: Supporting Professional Learning (Lenawee ISD)
- ☐ Clarkston Community Schools Educator Evaluation Program (Clarkston Community Schools)
- ☐ Effective Evaluation of Educators (Jackson ISD)
- ☐ Evaluation Collaboration and Feedback Training to be Consistent and Support Teachers (Airport Community Schools)
- ☐ Educator Evaluation: Together We Make Each Other Better (Michigan Association of Secondary School Principals)
- ☐ Great Lakes Instructional Leadership Series for Principals and Teacher Leaders (Bay-Arenac ISD)
- ☐ Supporting Teacher Growth Through Evaluation (KISD)
- ☐ Teacher Evaluation System(s) CUES Model (McREL)
- ☐ Teacher Evaluation System(s) Standards-Based Model (McREL)
- ☐ Training for Observers/Evaluators (Imley City Community Schools)
- ☐ Portfolio and/or Peer Review
- ☐ Locally Developed Tool or Other Tool (please specify)

### 6. Which of the following systems, frameworks, or methods are your local evaluations of administrator professional practice mostly based on?

Please check **UP TO TWO** of the following:

- ☐ MASA's School Advance Administrator Evaluation Instrument
- ☐ Reeve's Leadership Performance Rubric
- ☐ The Marzano School Leadership Evaluation Model
- ☐ Other (please specify)

## K-12 Teacher and Administrator Evaluation Systems

### 7. What is the format of the training that your district provides to administrators in conducting evaluations of teacher professional practice?

- ☐ Documentation or manual only
- ☐ Half to full day in person training
- ☐ Multiple day training provided all at one time
- ☐ Multiple day training spread across the school year
- ☐ Other (please specify)

### 8. Does the district conduct different evaluations of professional practice for teachers based on content area and/or grade level taught?

- ☐ Yes
- ☐ No

### 9. How are teacher and administrator evaluation results reported by your district?

Please check all that apply:

- ☐ Results are not made public by the district
- ☐ On the district's website
- ☐ In REP (Registry of Educational Personnel)
- ☐ Written notice to the general public
- ☐ Annual Education Report (AER)
- ☐ District Board meeting
- ☐ Other (please specify)

## K-12 Teacher and Administrator Evaluation Systems

**10. For elementary school (K-5) grades and content areas, how is student growth data mostly used in teacher and administrator evaluations in your district?**

- ☐ A single measure of student growth
- ☐ Multiple measures of student growth, equally weighted
- ☐ Multiple measures of student growth, weighted in a prescribed way
- ☐ Other (please specify)

**11. For middle school (6-8) grades and content areas, how is student growth data mostly used in teacher and administrator evaluations in your district?**

- ☐ A single measure of student growth
- ☐ Multiple measures of student growth, equally weighted
- ☐ Multiple measures of student growth, weighted in a prescribed way
- ☐ Other (please specify)

**12. For high school (9-12) grades and content areas, how is student growth data mostly used in teacher and administrator evaluations in your district?**

- ☐ A single measure of student growth
- ☐ Multiple measures of student growth, equally weighted
- ☐ Multiple measures of student growth, weighted in a prescribed way
- ☐ Other (please specify)

## K-12 Teacher and Administrator Evaluation Systems

**13. What percentage of teacher and administrator evaluations is based on student achievement growth data in your district?**

- ☐ <10%
- ☐ 10-19%
- ☐ 20-29%
- ☐ 30-39%
- ☐ 40-49%
- ☐ 50% or more

**14. The State reports for each student in grades 4-8 a Performance Level Change (a measure of student growth) in reading and mathematics on MEAP and MI-Access FI. Does your district make use of the Performance Level Change (PLC) designation by the State for the purpose of educator evaluations?**

- ☐ Yes
- ☐ No

**15. Which sources of assessment data are mostly used for determining student growth at the early elementary level for kindergarten and 1st grade?**

**Please check UP TO FOUR of the following:**

- ☐ Locally developed common assessments
- ☐ Northwest Evaluation Association (NWEA)
- ☐ Diagnostic Reading Assessments (DRA)
- ☐ AIMSweb
- ☐ Scholastic Reading Inventory (SRI)
- ☐ DIBELS Next or DIBELS 6th Edition
- ☐ Running Records
- ☐ Star Reading and Math
- ☐ Scantron Performance Series
- ☐ Fountas & Pinnell Leveled Literacy Intervention
- ☐ Student work sampling
- ☐ Curriculum-based assessment (CBA)
- ☐ Other (please specify)

## K-12 Teacher and Administrator Evaluation Systems

**16. Which sources of assessment data are mostly used for determining student growth at the elementary level in grades 2 through 5?**

**Please check UP TO FOUR of the following:**

- ☐ State assessments (in grades 4-5)
- ☐ Locally developed common assessments
- ☐ Northwest Evaluation Association (NWEA)
- ☐ Diagnostic Reading Assessments (DRA)
- ☐ AIMSweb
- ☐ Scholastic Reading Inventory (SRI)
- ☐ Discovery Education
- ☐ Star Reading and Math
- ☐ Scantron Performance Series
- ☐ Fountas & Pinnell Leveled Literacy Intervention
- ☐ DIBELS Next or DIBELS 6th Edition
- ☐ Student work sampling
- ☐ Curriculum-based assessment (CBA)
- ☐ Other (please specify)



**17. Which sources of assessment data are mostly used for determining student growth at the middle school level for grades 6 through 8?**

**Please check UP TO FOUR of the following:**

- ☐ State assessments
- ☐ Locally developed common assessments
- ☐ Northwest Evaluation Association (NWEA)
- ☐ AIMSweb
- ☐ Scholastic Reading Inventory (SRI)
- ☐ Discovery Education
- ☐ Star Reading and Math
- ☐ Scantron Performance Series
- ☐ DIBELS Next or DIBELS 6th Edition
- ☐ Student work sampling
- ☐ ACT Explore
- ☐ Other (please specify)

**18. Which sources of assessment data are mostly used for determining student growth at the high school level in grades 9 through 12?**

**Please check UP TO FOUR of the following:**

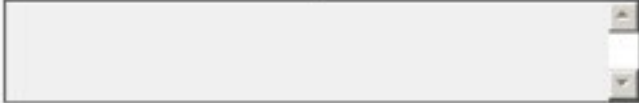
- ☐ Common pre- and post-assessments
- ☐ End of course common assessments
- ☐ Common interim assessments
- ☐ Northwest Evaluation Association (NWEA)
- ☐ Student work sampling
- ☐ Scantron Performance Series
- ☐ ACT Plan
- ☐ ACT College Entrance Exam
- ☐ MME
- ☐ MEAP (9th grade Social Studies only)
- ☐ Other (please specify)

**19. For which subject areas are local measures of student growth exclusively used for educator evaluation?**

**(check all that apply)**

- ☐ Reading
- ☐ Writing
- ☐ Mathematics
- ☐ Science
- ☐ Social Studies
- ☐ Fine Arts
- ☐ World Language
- ☐ Health/Physical Education
- ☐ Family and Consumer Science
- ☐ Career and Technical Education
- ☐ Other (please specify)

**20. If you would like to provide additional information about how student growth is measured and incorporated into evaluations in your district, please do so here.**



## K-12 Teacher and Administrator Evaluation Systems

The following questions pertain to Career and College Readiness (CCR)

**21. Does your district have a locally defined measure of student Career and College Readiness (CCR)?**

- ☐ Yes  
☐ No

**22. Please indicate whether the locally defined measure of CCR is included in your district's teacher and administrator evaluations.**

- ☐ Yes, it is part of our evaluations at all grades it is defined for.  
☐ Yes, it is part of our evaluations for some grade levels it is defined for.  
☐ No, it is not part of our evaluations.  
☐ We do not have a locally defined measure of CCR.

**23. How is the locally defined measure of CCR mostly determined?**

**Please check UP TO FOUR of the following:**

- ☐ Not applicable (no locally defined measure of CCR)  
☐ High School Diploma attained  
☐ MME Scores (Proficient vs. Partially Proficient)  
☐ ACT Plan scores  
☐ ACT Explore  
☐ Work Skills assessment  
☐ ACT College Entrance Exam scores  
☐ AP exam scores  
☐ Common pre- and post-assessments  
☐ Other (please specify)

## K-12 Teacher and Administrator Evaluation Systems

The following questions pertain to **TEACHER** evaluations.

### 24. Which factors are mostly used in evaluations for elementary teachers (grades K-5)?

Please check **UP TO FOUR** of the following:

- ☐ Absenteeism from the job
- ☐ Classroom management
- ☐ Content knowledge
- ☐ Instructional practices (including use of technology)
- ☐ Pedagogical knowledge and practice
- ☐ Professional development
- ☐ Professional responsibilities
- ☐ Growth/decline of student achievement data
- ☐ Growth/decline of student growth measures
- ☐ Student Learning Objectives (SLO)
- ☐ Portfolio and/or Peer Reviews
- ☐ Self-Assessment
- ☐ Surveys
- ☐ Other (please specify)

**25. Which factors are mostly used in evaluations for middle school teachers (grades 6-8)?**

**Please check UP TO FOUR of the following:**

- ☐ Absenteeism from the job
- ☐ Classroom management
- ☐ Content knowledge
- ☐ Instructional practices (including use of technology)
- ☐ Pedagogical knowledge and practice
- ☐ Professional development
- ☐ Professional responsibilities
- ☐ Growth/decline of student achievement data
- ☐ Growth/decline of student growth measures
- ☐ Student Learning Objectives (SLO)
- ☐ Portfolio and/or Peer Reviews
- ☐ Self-Assessment
- ☐ Surveys
- ☐ Other (please specify)

**26. Which factors are mostly used in evaluations for high school teachers (grades 9-12)?**

**Please check UP TO FOUR of the following:**

- ☐ Absenteeism from the job
- ☐ Classroom management
- ☐ Content knowledge
- ☐ Instructional practices (including use of technology)
- ☐ Pedagogical knowledge and practice
- ☐ Professional development
- ☐ Professional responsibilities
- ☐ Growth/decline of student achievement data
- ☐ Growth/decline of student growth measures
- ☐ Student Learning Objectives (SLO)
- ☐ Portfolio and/or Peer Reviews
- ☐ Self-Assessment
- ☐ Surveys
- ☐ Other (please specify)



**27. Which kinds of decisions are mostly informed by teacher evaluation results?**

**Please check UP TO FOUR of the following:**

- ☐ Providing coaching
- ☐ Providing induction support
- ☐ Providing targeted professional development to address specific needs
- ☐ Informing Individualized Development Plan
- ☐ Informing School Improvement Plan
- ☐ Determining additional compensation
- ☐ Determining promotion
- ☐ Recommending removal/termination after being given time to improve
- ☐ Other (please specify)

## K-12 Teacher and Administrator Evaluation Systems

The following questions pertain to **SCHOOL PRINCIPAL AND ASSISTANT PRINCIPAL** evaluations.

### **28. Which factors are mostly used in evaluations for elementary school principals and assistant principals?**

**Please check UP TO FOUR of the following:**

- ☐ Absenteeism from the job
- ☐ Content knowledge
- ☐ Instructional leadership (including use of technology)
- ☐ Pedagogical knowledge and practice
- ☐ Professional development
- ☐ Professional responsibilities
- ☐ Providing appropriate support for minimally effective and ineffective teachers
- ☐ Proficiency in evaluating teachers validly and reliably
- ☐ Growth/decline of student achievement data
- ☐ Growth/decline of student growth measures
- ☐ Progress made in the School Improvement Plan
- ☐ Student, parent, and/or teacher feedback/surveys
- ☐ Other (please specify)

**29. Which factors are mostly used in evaluations for middle school principals and assistant principals?**

**Please check UP TO FOUR of the following:**

- ☐ Absenteeism from the job
- ☐ Content knowledge
- ☐ Instructional leadership (including use of technology)
- ☐ Pedagogical knowledge and practice
- ☐ Professional development
- ☐ Professional responsibilities
- ☐ Providing appropriate support for minimally effective and ineffective teachers
- ☐ Proficiency in evaluating teachers validly and reliably
- ☐ Growth/decline of student achievement data
- ☐ Growth/decline of student growth measures
- ☐ Progress made in the School Improvement Plan
- ☐ Student, parent, and/or teacher feedback/surveys
- ☐ Other (please specify)

### 30. Which factors are mostly used in evaluations for high school principals and assistant principals?

Please check **UP TO FOUR** of the following:

- ☐ Absenteeism from the job
- ☐ Content knowledge
- ☐ Instructional leadership (including use of technology)
- ☐ Pedagogical knowledge and practice
- ☐ Professional development
- ☐ Professional responsibilities
- ☐ Providing appropriate support for minimally effective and ineffective teachers
- ☐ Proficiency in evaluating teachers validly and reliably
- ☐ Growth/decline of student achievement data
- ☐ Growth/decline of student growth measures
- ☐ Progress made in the School Improvement Plan
- ☐ Student, parent, and/or teacher feedback/surveys
- ☐ Other (please specify)

**31. Which kinds of decisions are mostly informed by school principal and assistant principal evaluation results?**

**Please check UP TO FOUR of the following:**

- ☐ Providing leadership coaching support
- ☐ Informing School Improvement Plan
- ☐ Determining appropriate professional development
- ☐ Determining additional compensation
- ☐ Determining promotion
- ☐ Recommending removal/termination after being given time to improve
- ☐ Other (please specify)

# K-12 Teacher and Administrator Evaluation Systems

The following questions pertain to **SUPERINTENDENT** evaluations.

## 32. Which factors are mostly used in evaluations for the superintendent?

Please check **UP TO FOUR** of the following:

- ☐ Absenteeism from the job
- ☐ Content knowledge
- ☐ Instructional leadership (including use of technology)
- ☐ Pedagogical knowledge and practice
- ☐ Professional development
- ☐ Professional responsibilities
- ☐ Providing appropriate support for minimally effective and ineffective principals and assistant principals
- ☐ Conducting administrator evaluations validly and reliably
- ☐ Growth/decline of district student achievement data
- ☐ Growth/decline of district student growth measures
- ☐ Progress made in the District Improvement Plan
- ☐ School and/or community feedback/surveys
- ☐ Other (please specify)

## K-12 Teacher and Administrator Evaluation Systems

### 33. Which kinds of decisions are mostly informed by superintendent evaluation results?

Please check **UP TO FOUR** of the following:

- ☐ Providing leadership coaching support
- ☐ Informing District Improvement Plan
- ☐ Determining appropriate professional development
- ☐ Determining additional compensation
- ☐ Recommending removal/termination after being given time to improve
- ☐ Other (please specify)

Thank you for completing the K-12 Teacher and Administrator Evaluation Systems Survey. Please click "Done" to submit your district's survey.

